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ABSTRACT

This booklet is intended to assist school districts in planning effective administrative staff development programs. Following a brief introduction and discussion of how to initiate a program, six model staff development programs are examined. Each of the models describes a successful program being used in a particular California school district. The models were selected to illustrate strategies designed to meet the needs of districts with a variety of specific program objectives. In addition, Appendix A presents a model self-assessment inventory for educational administrators, and Appendix B discusses possible approaches to funding staff development programs. (JG)

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# AASA OPERATIONS NOTEBOOK 13

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# STRATEGIES FOR ADMINISTRATIVE STAFF DEVELOPMENT

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# INTRODUCTION

This Operations Notebook has been prepared for school districts and other educational agencies concerned and committed to the concept of improving schools for the chief purpose for which they were created: to assist in the education of children, youth and adults.

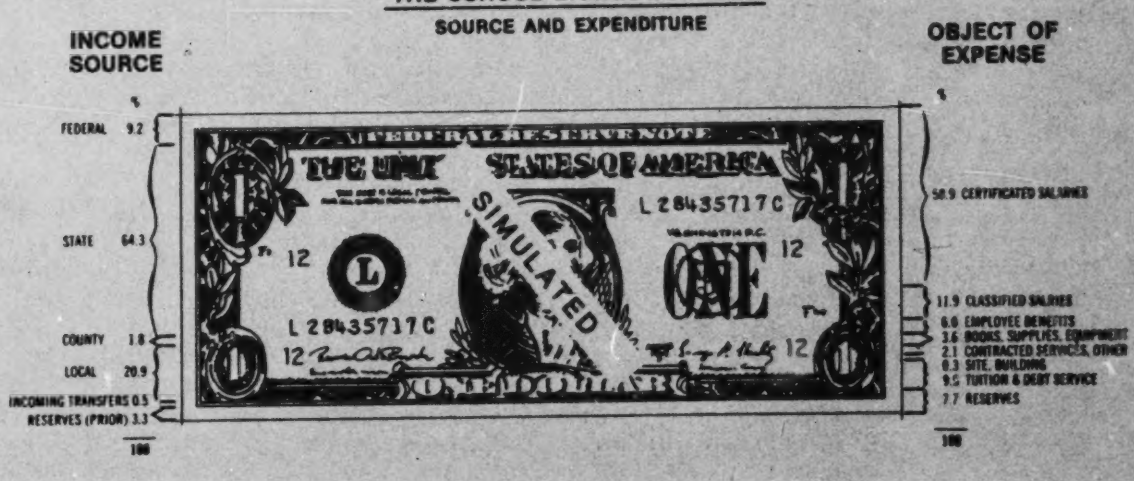
A review of research studies indicates that good learning in the school best takes place when administrators (central office and building level) are willing to involve in decisions those who shall be affected by that decision. Administrators who possess these kinds of management skills seem quite often, also, to be a person who acknowledges the continuous need to expand his or her management skills, for they realize one of their chief challenges is to release the remaining untapped resources and skills of the staff and community. New challenges need the best of tried and proven techniques and yet still demand new approaches and management skills to cope with demanding times.

*THE RATIONALE FOR AN ADMINISTRATOR AND STAFF DEVELOPMENT PROGRAM:*

The need to expand educational management competencies is indicated in several ways. For example, school districts typically encourage, through salary increments and salary schedules, educators to increase their skills as teachers and administrators. Approximately 70 percent of the district budget is encumbered for salaries. The salary schedule is directed by district policies that urge personnel to be involved in staff development programs. The figure presented below is an example of how the school district dollar is influenced by salaries.

**THE SCHOOL DISTRICT DOLLAR**

**SOURCE AND EXPENDITURE**



Obviously, STAFF DEVELOPMENT IS A HIGH PRIORITY item when school systems invest 70 percent of their budgets in salaries that are based upon advanced preparation of the professional and classified personnel. However, most of the rewards on a salary schedule are not planned, supervised or lead to the achievement of district or individual goals. Few salary schedules reward or encourage administrators to develop modern educational management competencies.

Another dimension regarding how important is staff development is depicted by the concerns of members of the Association of California School Administrators. The kinds of skills to be considered in administrative staff development were identified by the ACSA State Committee on Elementary Administration and the ACSA State Committee on Secondary Administration in separate ACSA "Special Reports." Both groups concisely presented some of the needs, goals and directions concerning administration in the 1970's. Several concepts reflecting this concern for management effectiveness are listed below.

ELEMENTARY ADMINISTRATION COMMITTEE
(Special Report, March, 1972)

Elementary education is a process which is in a tremendous state of change.

The school in the future must be community-centered to meet all the educational needs of its clientele.

To effectively operate such a community-centered school, the principal, as Community Educational Leader, must participate in development of district policies.

SECONDARY ADMINISTRATION COMMITTEE
(Special Report, June, 1972)

The administrative process essential to providing educational leadership and sound management for a dynamic and relevant instruction program requires attention to the following:

Effective and meaningful involvement of all school components - students, teachers, community and administration.

Clear lines of two-way communication responsive to all members of the school co-munity.

Decision-making ensuing from collegial relationships and as close to the operational level of those involved as possible.

*THE PROFESSIONAL ASSOCIATION'S COMMITMENT TO ADMINISTRATOR AND STAFF RENEWAL*

The Association of California School Administrators' Professional Development Program staff has taken cognizance of the membership's needs for expansion of educational management skills. New roles necessitate new skills of administration, supervision and operations.

A major function of the ACSA SOUTHERN CALIFORNIA OFFICE is to assist, through the organization of human and material resources, various kinds of activities, to assist State Committees, Region PDP, and other educational agencies. The MATRIX published on the following page reflects what types of administrator and staff development programs are available.

Association of California School Administrators

FOCUS OF

## PROFESSIONAL DEVELOPMENT PROGRAM

| TYPE OF ADMINISTRATIVE SKILL EXPANSION PROGRAM | PURPOSE | WHO IS INVOLVED | ORGANIZATIONAL DESIGN | ANTICIPATED RESULTS | HOW PROGRAM IS EVALUATED | HOW PROGRAM IS FINANCED |
|---|---|---|---|---|---|---|
| STATE WORKSHOPS | To Provide individual participants an orientation to trends in new educational administration through a variety of conferences and workshops statewide. | ACSA members and non-members, complete individual choice of programs offered at workshops and/or seminars. | One to three days duration; multiple presentations. Promotional in nature. | Participants become aware of current educational administration issues and products ultimately leading to improved administration. | Workshop participants are invited to complete evaluation form regarding each session they attend. Only workshop sessions with strong ratings are repeated | Membership dues -- no registration fees.<br><br>Some workshops with registration fees. |
| ROAD SHOWS | To bring to the attention of ACSA members and interested laymen exemplary public and private school programs. | ACSA members and non-members. Programs are located on selected school sites. May involve students and/or community. | Road shows designed for one-half and/or one day sessions. Participants visit campus of school(s) with exemplary program. | Strategies explored regarding how to implement programs. Suggested staff development requirements necessary to launch programs identified. | Exemplary program evaluation criteria and forms filled out at each visitation. Results shared with administrator of exemplary program observed. | Some roadshows have registration fees to pay for materials and consultants. |
| INSTITUTIONAL MEMBERSHIPS | To encourage institutional members to participate at NO cost in significant seminars and/or workshops related to current issues in educational management. | Educational agencies and school districts | Specially designed workshops. There is no registration fee for three representatives at these workshops. | On-site consultations or workshops and consultant services from ACSA staff via telephone. | Services and workshops evaluated through assessment instruments provided both by ACSA and consultants. | Institutional membership subscriptions. Note: 15% discount on the institutional membership fee for participation in Project Leadership. |
| PROJECT LEADERSHIP | To provide <u>in-depth</u> training for district administrative teams in modern field-tested educational management skills. | School district leadership team. | Project Leadership includes in its training program the following: 1) State workshops, 2) Regional workshops, 3) satellite meetings | Trainers are prepared to assist staff in-service education programs. New training program presented to participating school districts. | Educational audit by independent agency to determine how well Project goals and objectives attained. Participants evaluate each training program in which they are involved. | Educational agencies subscribe to Project Leadership on a contract basis. Contracts vary according to ADA. |
| EDUCATIONAL MANAGEMENT INSTITUTE | To create and implement a functional collegial team that focuses upon specific educational needs of educational agencies in the Western USA and Pacific Basin. | ACSA members and non-members in and/or out of state under contract. Staffs: R&D, Regional Labs, Higher Ed., Private Corporations. | EMI is formed by a series of components each designed for a specific educational need. C[illegible] goals [illegible] attained through [illegible] and/or [illegible] | o Large group/small group/individually prescribed training programs<br>o Selection of Resident Scholars in Educational Administration | EMI components are evaluated in terms of results expected by the funding agency as well as by participants being trained in specified components. | Private foundations, federal aid, state aid, subscriptions by educational agencies (EMI is a non-profit corporation). |

One of the NATION'S MOST SUCCESSFUL STAFF DEVELOPMENT PROGRAMS developed by a professional association is ACSA's Project Leadership. Details regarding this one component of the total ACSA PROFESSIONAL DEVELOPMENT PROGRAM are blocked out, for emphasis, in the above chart. A basic feature of PROJECT LEADERSHIP is to assist and plan with educational agencies a personalized master staff expansion of skills program. The initial step in master planning is to CONDUCT A NEEDS ASSESSMENT to find out "what ought to be the right program for administrators to be affected by the program." One instrument used successfully by both suburban and urban school districts is ACSA PROJECT LEADERSHIP'S SELF-ASSESSMENT INVENTORY. The purposes of this instrument are the following:

1.0 To assist the individual administrator to diagnose his interests, knowledge and level of experience against competencies identified as being desirable for school administrators.

2.0 To assist the participant in selecting activities, training programs and materials to fill identified voids as determined by interest, experience or knowledge.

3.0 To provide data to the Liaison Administrator* to assist Project Leadership participants in planning their own improvement program and availability of Project training programs and materials.

*Practitioner in the field contracted to assist the Project Leadership professional staff. Liaison Administrator coordinates meetings among 4-5 districts regarding staff development.

4.0 To provide data to the Liaison Administrator in planning Satellite Meetings.

5.0 To provide data to the Project Leadership Director (or district personnel) in planning future programs and the need for material development. *

PROJECT LEADERSHIP is one of many excellent resources to which a school district and/or educational agency can call upon for assistance when planning an administrative and staff expansion of management skills program. The contents of this ACSA OPERATIONS NOTEBOOK presents a variety of successful field-tested administrator and staff development programs compiled from a number of school districts.

An analysis of why staff development programs are successful generally revealed important characteristics such as the following:

1.0 Meets genuine needs
2.0 Planned cooperatively
3.0 Administered cooperatively
4.0 Provides practical help
5.0 Continuous (long-term)
6.0 Is an integral part of the larger educational process
7.0 Provides for group process
8.0 Receives substantial administrative support
9.0 Receives sufficient financial support
10.0 Provides an atmosphere for creativity

In addition, educational agencies that have found success in their administrative staff development programs have emphasized the need for provision of procedures as follows:

1.0 Assessment of needs
2.0 Assessment of strengths and weaknesses
3.0 Assignment of specific personnel to specific programs based on needs
4.0 Establishment of priorities
5.0 Determination of time to have program
6.0 Identification and selection of people with appropriate competencies

*ACKNOWLEDGEMENTS*

Edward W. Beaubier, Editor, Administrators Operations Notebook #13
Educational Management Institute and Project Leadership Executive

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*See Appendix A

SECTION A

# GETTING THE EXPANSION OF EDUCATIONAL MANAGEMENT SKILLS PROGRAM STARTED

*The initial step in establishing a program to expand the educational management skills of administrators and staff is to select an appropriate needs assessment instrument to be used to identify and prioritize skills to be learned in the renewal project.*

*EXAMPLE OF HOW ONE DISTRICT USED ACSA'S PROJECT LEADERSHIP SELF-ASSESSMENT INSTRUMENT (NEEDS ASSESSMENT)*

Mr. Robert J. Schilling, Assistant Superintendent, Instruction, Area IV, HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT, applied the ACSA Self-Assessment instrument to identify needs and priorities of administrators in his administrative area.

Area IV, Hacienda La Puente Unified School District, identified five priorities common to all levels of the district's administrators, based upon responses to the ACSA instrument.* ACSA Project Leadership staff were invited to recommend training programs to assist administrators attain the five priorities as follows:

ITEMS OF COMMON CONCERN TO ALL LEVELS OF SITE ADMINISTRATORS

1.0 *Techniques classroom teachers can utilize to get more learning in the school day*

Training Program: ENABLING BEHAVIORS

2.0 *Techniques to improve interpersonal communications and building trust*

Training Program: INTERPERSONAL COMMUNICATIONS

3.0 *Techniques for assessing school climate or environment*

Training Program: IMPROVING SCHOOL CLIMATE

4.0 *Techniques to improve student discipline*

Training Program: TRUST BUILDING OR TRUST BUSTING

5.0 *Techniques for diagnosis and problem solving*

Training Program: RESEARCH UTILIZING PROBLEM SOLVING

Training programs to assist administrators improve in areas of high priority are organized around six domains of educational administration competencies depicted in chart on the following page.



*See Appendix A

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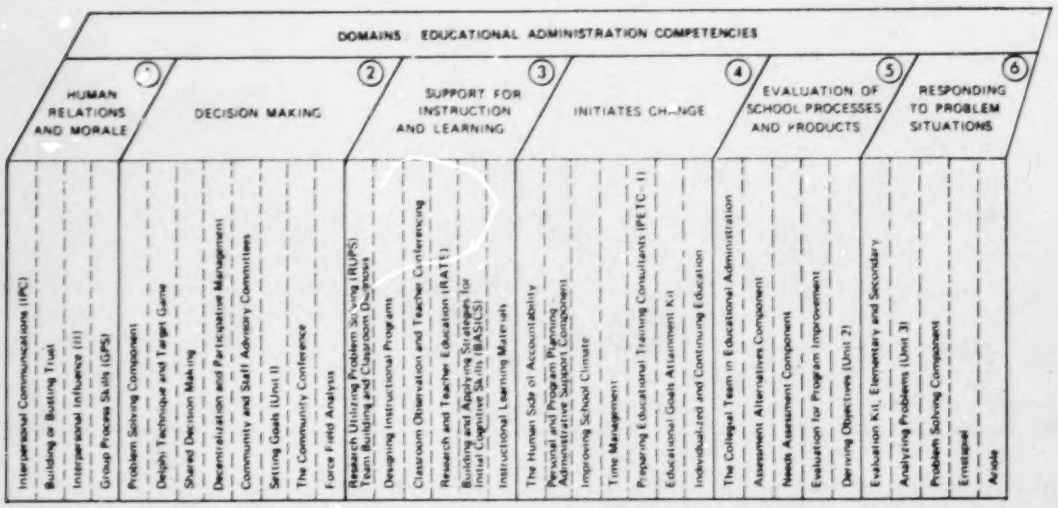

DOMAINS EDUCATIONAL ADMINISTRATION COMPETENCIES
1 HUMAN RELATIONS AND MORALE
2 DECISION MAKING
3 SUPPORT FOR INSTRUCTION AND LEARNING
4 INITIATES CHANGE
5 EVALUATION OF SCHOOL PROCESSES AND PRODUCTS
6 RESPONDING TO PROBLEM SITUATIONS
Interpersonal Communications (IPC)
Building or Busting Trust
Interpersonal Influence (II)
Group Process Skills (GPS)
Problem Solving Component
Delphi Technique and Target Game
Shared Decision Making
Decentralization and Participative Management
Community and Staff Advisory Committees
Setting Goals (Unit I)
The Community Conference
Force Field Analysis
Research Utilizing Problem Solving (RUPS)
Team Building and Classroom Diagnosis
Designing Instructional Programs
Classroom Observation and Teacher Conferencing
Research and Teacher Education (RATE)
Building and Applying Strategies for Initial Cognitive Skills (BASICS)
Instructional Learning Materials
The Human Side of Accountability
Personal and Program Planning
Administrative Support Component
Improving School Climate
Time Management
Preparing Educational Training Consultants (PETC. I)
Educational Goals Attainment Kit
Individualized and Continuing Education
The Collegial Team in Educational Administration
Assessment Alternatives Component
Needs Assessment Component
Evaluation for Program Improvement
Deriving Objectives (Unit 2)
Evaluation Kit, Elementary and Secondary
Analyzing Problems (Unit 3)
Problem Solving Component
Emergent
Ariale

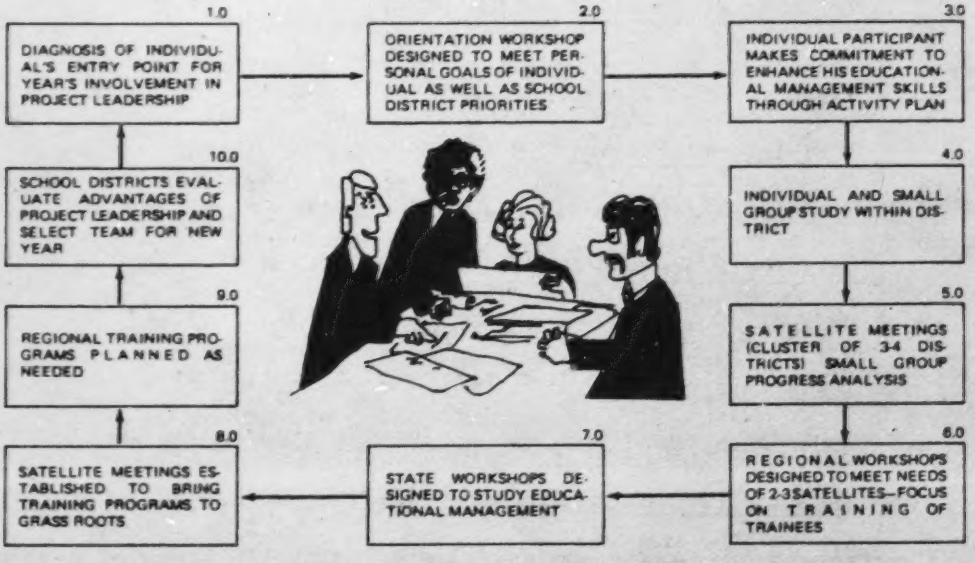
*SUMMARY OF ACSA PROJECT LEADERSHIP STAFF OPINIONS:*

The number of personnel at levels of administration in the Hacienda La Puente Unified School District would enable an administrative in-service program to be planned for mixed levels or job-alike administrative groups.

Certain training programs (e.g., Interpersonal Communications) lend themselves to team building and better understanding among leaders operating at different levels of administration.

The suggested training strategy for Hacienda La Puente Unified School District is depicted below:

**ACSA PROJECT LEADERSHIP HAS FOUND THE GREATEST SUCCESS IN THE IMPLEMENTATION OF THE MANAGEMENT CHANGE MODEL THROUGH THIS TRAINING CYCLE.**


1.0
DIAGNOSIS OF INDIVIDUAL'S ENTRY POINT FOR YEAR'S INVOLVEMENT IN PROJECT LEADERSHIP
2.0
ORIENTATION WORKSHOP DESIGNED TO MEET PERSONAL GOALS OF INDIVIDUAL AS WELL AS SCHOOL DISTRICT PRIORITIES
3.0
INDIVIDUAL PARTICIPANT MAKES COMMITMENT TO ENHANCE HIS EDUCATIONAL MANAGEMENT SKILLS THROUGH ACTIVITY PLAN
4.0
INDIVIDUAL AND SMALL GROUP STUDY WITHIN DISTRICT
5.0
SATELLITE MEETINGS (CLUSTER OF 3-4 DISTRICTS) SMALL GROUP PROGRESS ANALYSIS
6.0
REGIONAL WORKSHOPS DESIGNED TO MEET NEEDS OF 2-3 SATELLITES—FOCUS ON TRAINING OF TRAINEES
7.0
STATE WORKSHOPS DESIGNED TO STUDY EDUCATIONAL MANAGEMENT
8.0
SATELLITE MEETINGS ESTABLISHED TO BRING TRAINING PROGRAMS TO GRASS ROOTS
9.0
REGIONAL TRAINING PROGRAMS PLANNED AS NEEDED
10.0
SCHOOL DISTRICTS EVALUATE ADVANTAGES OF PROJECT LEADERSHIP AND SELECT TEAM FOR NEW YEAR

*The description of Hacienda-La Puente Unified School District depicted one way an administrative staff development program might be developed. Seven (7) models in varying sized districts will be described to provide other alternatives.*

## MODEL #1 -- A DISTRICT UNDER 10,000 ADA

*THE UPLAND SCHOOL DISTRICT MODEL FOR PROFESSIONAL RENEWAL*
by Bill R. Plaster, Superintendent

NOTE: The UPLAND SCHOOL DISTRICT plan for expansion of educational management skills is completing its second year of operation. It has been carefully planned and has utilized the involvement of staff in establishing guidelines for implementation. The commitment for skill development has been made by each level of administrative responsibility.

*POINT OF VIEW.* Schools can be improved. The Upland School District is committed to provide the best possible programs of learning opportunities for students. Like all districts throughout the State, for the past several years, the district has received its fair share of federal and state monies to hire additional staff for categorical programs such as Title I, and to purchase new materials to expand our audio visual aide program. Yet, like many districts, even with these additional materials, we were not completely satisfied with the results of these programs in terms of their impact on classrooms.

With the support of the Board of Trustees, a comprehensive staff development program was designed and implemented with the basic belief that the most efficient and effective way to improve any school district is to improve the competency of its staff.

*COMPONENT OF PROFESSIONAL DEVELOPMENT PROGRAM.* Education is, and will continue to be, a people business. The Upland School District's Professional Development Program consists of three components:

- o Instructional staff (all certificated employees)
- o Administrative staff (central office personnel, principals and vice principals)
- o Classified staff (instructional aides, volunteer aides, community)

*PRIMARY EMPHASIS.* Although the purpose of this paper is to briefly describe the component that has been developed for administrative renewal, the reader should know that all administrators have participated and completed the component developed for the instructional staff. The component places primary emphasis on:

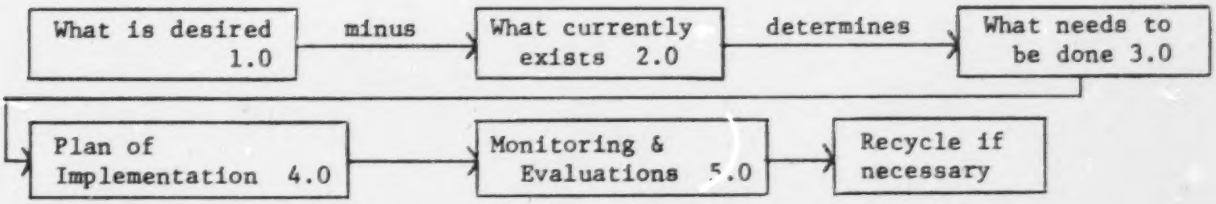
- o Instructional objectives
- o Learning theory (motivation, retention, reinformcement, rate and degree)
- o Classroom management decisions
- o Teacher decision making
- o Lesson analysis

In order to complete this segment of the PROFESSIONAL DEVELOPMENT PROGRAM, administrators have devoted approximately 150 hours. As a matter of fact, to extend our skills in lesson analysis, administrators are presently meeting for one hour each week to practice and refine our classroom observation skills. By June, 1975, all of the instructional staff will have

completed this segment of the Professional Development Program. This will be accomplished by releasing teachers from their regular assignments by providing substitutes, whereby they can attend this THREE-WEEK TRAINING CYCLE. This segment of our Professional Development Program has been one of the most exciting, rigorous and productive programs ever implemented in the district. It has been well received and our evaluation data clearly indicates that instructional programs have improved and continue to show significant gains. Administrators have acquired skills and competencies to provide direction and leadership in the area of instruction.

The UPLAND ADMINISTRATIVE TRAINING PROGRAM was designed using the following model:

GOALS




*PRIMARY OBJECTIVES OF ADMINISTRATIVE COMPONENT OF PROFESSIONAL DEVELOPMENT PROGRAM*

The primary objectives for the administrative component of our Professional Development Program include:

- o To provide inputs in order for the administrator to be acknowledged as the instructional leader.
- o To develop knowledge of good teaching skills to improve classroom learning.
- o To develop classroom observation skills through lesson analysis.
- o To develop improved methods of communication.
- o To develop better organizational skills.
- o To create school climates which support positive feeling tones.
- o To improve public image of staff and school.
- o To develop plans for change by administrators and staff.
- o To make use of current trends in education.
- o To provide dynamic leadership.

*NEEDS ASSESSMENT AND PRIORITIZING OF STAFF DEVELOPMENT PROGRAM*

Priorities for the administrative professional development program were established based upon the results of a comprehensive needs assessment. The needs assessment was comprised of over sixty specific items from which each administrator in the district indicated its relative priority. Clearly, the composite rankings of the items of the needs assessment indicated that priority should be given to such areas as:

- o Techniques for diagnosis and problem solving to assist classroom teachers.
- o Methods to improve interpersonal communication and building trust.

- o Skills in program development, implementation and evaluation.
- o Techniques for assessing attitudes of staff, citizens and students.
- o Application of learning theory.
- o Lesson analysis.

The next cluster of priority items includes such topics as:

- o Skills for working with Parent-Advisory Committees.
- o Techniques for establishing objectives.
- o Time management.
- o Skills of performance evaluation.
- o Techniques for decentralizing the school budget.
- o Shared decision making.
- o Assessing school climate.

*ALTERNATIVE PLANS TO MEET DIVERSE NEEDS OF ADMINISTRATORS*

From the needs assessment, it was evident that all administrators held the above components as top priority. However, the needs assessment further indicated that each administrator had one or two priorities that were not shared by the total administrative staff. Therefore, as we began to develop the many components within our administrative professional development program, LATITUDE HAD TO BE PROVIDED, wherein the individual could pursue topics in which he felt he needed additional input, as well as to accommodate the priorities that were shared by the total group.

The district developed a PROGRAM OF ACTION consisting of specific activities that were designed for each month, for all administrators. This calendar included the following:

| | | |
|---|---|---|
| August 1974 | - Workshop Topic: | Development of Management Objectives |
| September 1974 | - Workshop Topic: | Designing Instructional Programs (15 hrs.) |
| October 1974 | - Workshop Topic: | Techniques to Survey Attitudes of Staff, Citizens and Students |
| | - Workshop Topic: | Techniques that Teachers can Utilize to Get More Learning in One Day |
| | - Workshop Topic: | Implementing Instructional Programs (15 hrs.) |
| November 1974 | - Workshop Topic: | Program Monitoring and Evaluation |
| | - Workshop Topic: | Performance Evaluation |
| | - Workshop Topic: | Ideas for Learning Centers or Activity Centers |
| | - Workshop Topic: | Evaluating Instructional Programs (15 hrs.) |

| | | |
|---|---|---|
| December 1974 | - Workshop Topic: | Techniques of Working with Citizen and Staff Advisory Councils |
| | - Workshop Topic: | Enabling Behaviors (15 hrs.) |
| January 1975 | - Workshop Topic: | Group Process Skills |
| | - Workshop Topic: | Techniques to Diagnose Teacher-Pupil Interaction |
| February 1975 | - Workshop Topic: | Shared Decision Making |
| | - Workshop Topic: | Techniques to Assist Teachers in Giving Better Direction |
| March 1975 | - Workshop Topic: | Techniques of Decentralized Budgeting |
| | - Workshop Topic: | Concepts and Techniques of Open Education |
| April 1975 | - Workshop Topic: | Techniques for Assessing School Climate and Environment |
| | - Workshop Topic: | Establishing Objectives and Priorities |
| May 1975 | - Workshop Topic: | Techniques of Time Management |
| | | (Make-up period if any workshop has to be rescheduled) |
| June 1975 | - Workshop Topic: | End-of-Year Administrative Retreat/Workshop |

*THE ADMINISTRATOR'S PERSONAL GROWTH PLAN*

In addition to planning activities designed for the total group, it was necessary to make arrangements for individual administrators to pursue a PERSONAL GROWTH PLAN: each administrator was required to develop objectives for personal growth plans for the 1974-75 school year. This plan included such activities as research; independent study; attendance at conferences or workshops; and visitations to neighboring districts. All activities were funded by the district.

*STRATEGIES UPLAND ADMINISTRATORS MAY USE TO DEVELOP IN-SERVICE ACTIVITIES NOT PROVIDED BY DISTRICT*

A third option exists for all administrators. Any individual administrator or team of administrators may submit a PROJECT APPLICATION FOR FUNDS to pursue some form of in-service activity not provided by the district on the calendar already outlined. Applications are reviewed by the following criteria, not necessarily listed by priority:

- o Relationship to goals of the district.
- o Relationship to objectives of Upland Management Training Program.
- o Value to the individual.

- o Ultimate value to the district or spin-off.
- o Total cost of project.
- o Total money available for special projects.
- o Possible ultimate in-service possibilities to others.*

*THE COLLEGIAL TEAM*

An important part of this *third component* is the organization of collegial teams. Our definition of a collegial team is a group of professional colleagues committed to provide support in the development and implementation of a special project. A COLLEGIAL TEAM provides reciprocal support to each of the several people involved. The collegial teams already formulated in the district provide a sounding board for ideas; interpersonal support as well as logistic support; generates a source of ideas; and maintains honesty in the communication and sharing process.

*ESTABLISHING BANK OF TRAINERS*

Individual and district profiles of activities and/or projects completed have allowed the district to develop a BANK OF TRAINERS as part of the district's expectation. When an administrator is provided the opportunity to attend a special workshop, seminar, etc., the district seeks two kinds of commitments:

- o Upon completion of a training program funded by the district, the person will agree to utilize some of the techniques to gain greater mastery.
- o The person will agree (if he feels adequately trained) to teach at least two training sessions within an eighteen-month period at NO COST TO THE DISTRICT if the district has need of such training sessions.

Within our district, we presently have individual administrators prepared to conduct a broad spectrum of workshops to fellow administrators, classroom teachers, instructional and volunteer aides and the community-at-large.

*HOW DOES THE ADMINISTRATOR FIND TIME FOR PROFESSIONAL GROWTH?*

How do you find the time? This is probably the first question the reader has in mind. First, because the administrators in the district have a strong desire to improve themselves professionally, and because they acknowledge that the district is providing that opportunity, from time to time it is necessary for the administrators, individually or collectively, to give additional time. This has been a very minimal request.

Secondly, to do all the kinds of things that our Professional Development Program has set out to do, the Board of Trustees, with the mutual agreement of the administrators, has increased the work calendar to include an additional six days. These six days have been designed for one purpose: to conduct workshops and seminars for the improvement of the administrators, not for the "typical" administrative council meetings.

*See chart, Page 13

Finally, we have found through proper planning, that professional development programs can be planned with some consistency during the course of the regular work day. As it has been pointed out, each Thursday afternoon from 3:45-4:45, all administrators attend a workshop on lesson analysis. These sessions assist the administrators in identifying good teaching practices through the use of video tapes. The skills practiced on Thursday afternoon can be readily implemented the next morning.

*MONITORING AND EVALUATING THE ADMINISTRATIVE PROFESSIONAL ADMINISTRATIVE IN-SERVICE PROGRAM*

The administrative professional development program is monitored and evaluated in several ways. Perhaps one of the most obvious factors of any evaluation is based upon what can be observed in the classrooms or building as a result of the administrator's participation in a particular workshop. That is to say, we have been able to observe a significant improvement, whether it be in time management, lesson analysis, or the development of instructional objectives, because of an administrator's participation in selected programs. One assumption is that when an administrator feels confident, he will implement those skills recently acquired.

Because the Board of Trustees has earmarked funds for these activities, as part of the monitoring and evaluation system, the superintendent makes frequent PROGRESS REPORTS TO THE BOARD. These reports include:

- o Activities that have been provided to achieve the Upland Management Training Program goals.
- o Summative reports on all special projects which were funded.
- o An outline from administrative participants on how the Upland Management Training Program assisted them in their job performance.

The past months have been extremely busy and demanding, but very productive. Literally, several hundred hours of workshops and seminars have been conducted. All this is being accomplished, and at the same time, fulfilling our normal administrative functions.

*SUGGESTIONS TO OTHER DISTRICTS DEVELOPING ADMINISTRATIVE IN-SERVICE EDUCATION PROGRAMS*

For districts planning an administrative professional development program, several recommendations might be considered.

- o It is recommended that a NEEDS ASSESSMENT be administered at least once a year. Priorities and needs do change as administrators move through renewal programs.

- o A CALENDAR OF ACTIVITIES should not be planned for more than six to seven months. This will provide greater flexibility as priorities and needs take on greater or less importance for the administrative group.

*PROGRAM OF ACTION* - Calendar Oct. 1974 to June 1975

| Oct 74 | Nov 74 | Dec 74 | Jan 75 | Feb 75 | Mar 75 | Apr 75 | May 75 | June 75 |
|---|---|---|---|---|---|---|---|---|
| Workshop on techniques to survey attitudes of Staff, Citizens, Students | Workshop on program monitoring and evaluation and performance evaluation | Workshop on techniques of working with citizen and staff advisory councils | Workshop on Group Process Skills | Workshop on Shared Decision Making | Workshop on techniques of decentralized budgeting | Workshop on techniques for assessing school climate and environment | Make up period if any workshop has to be rescheduled | End of year administrative retreat-workshop. Similar to June 73 on previous page |
| Workshop on techniques teachers can utilize to get more learning in one day | Workshop on ideas for learning or activity centers | Overview workshop on Enabling Behaviors | Workshop on techniques to diagnose teacher-pupil interaction | Workshop to assist teachers in giving better directions | Workshop on concepts & techniques of open education | Workshop on establishing objectives and priorities | Workshop on techniques of time management | |
| Implementing Instructional Programs | Evaluating Instructional Programs | | | | Enabling Behaviors * → training program if adequate signup | | | |
| ← Special projects → | | | | | | | | |
| ← Project Leadership → | | | | | | | | |
| | | | Team Building & * → RUPS Trng Prog. if adequate signup | | | | | |

* open to teachers

ONE ACSA PROJECT LEADERSHIP DISTRICT

- o Develop a specific EVALUATION AND MONITORING SYSTEM for each major activity of the Professional Development Program.

- o Develop a procedure to KEEP ALL STAFF INFORMED of the purpose, scope and objectives of the administrative professional development program.

The Board of Trustees has budgeted funds for all professional renewal programs for the current school year. THE UPLAND SCHOOL DISTRICT has an average daily attendance of approximately 6,000 students and is located in the most westerly portion of the San Bernardino County, serving a population of 43,000.

Another model used for administrator and staff development has been launched by the SAN FRANCISCO UNIFIED SCHOOL DISTRICT.

# MODEL #2 --URBAN SCHOOL DISTRICT

*SAN FRANCISCO UNIFIED SCHOOL DISTRICT*
*ADMINISTRATOR AND STAFF IN-SERVICE*
*PROGRAM AS RELATED TO ACSA'S PROJECT LEADERSHIP*

by Fred Kennedy, Associate Superintendent
Fern Kelly, Supervisor, District Inservice Education
Rosemary Fong, Coordinator, Administrator Inservice

*GOALS AND OBJECTIVES OF PERSONNEL SERVICES*

1.0 INVOLVEMENT of all administrators in training programs and performance evaluation.

1.1 Our primary objective prior to the third school month will be to identify our own STAFF TRAINING NEEDS.

1.2 To accomplish 1.1 will require a study of organizational and operating problems as well as an appraisal of performance and potential of individuals.

1.3 The total Personnel Services staff will participate by identifying and analyzing situations that need improvement

- o Staff will determine the changes required, and decide what action will best accomplish those changes.
- o A clear statement of what training is expected to accomplish will be prepared in writing and in advance.

2.0 Our major objective will be the inclusion of all administrative staff in RECOGNIZING NEEDS, and assuming the responsibility for developing and participating in programs to improve their skills, abilities and attitudes.

*RATIONALE*

The clash of cultures and systems experienced day after day by teachers, students and administrators within large city school systems is both frightening and exhausting. Staff "BEHIND THE URBAN DOOR" are attempting to cope with a multiplicity of complex pressures and unfamiliar relationships, e.g.:

1. The CONFLICT OF CULTURAL VALUES held by the current diverse school populations found in urban situations, each at varied stages of acculturation to the American norm.
2. The constant challenge to all forms of AUTHORITY as exemplified in teacher/student demands for involvement in decision-making.
3. The public demand for ACCOUNTABILITY with the consequent push toward evaluation at all levels in situations where culture/language problems create great learning difficulties.

4. The thrust toward "OPEN" EDUCATION and individualization in the schools and for management training for both teachers and administrators.

5. The demand for "RELEVANT" EDUCATION which can mean crosscultural, career-oriented, community-based depending on who is demanding.

6. DIFFERENTIATED STAFFING and the consequent interpersonal strains.

This very incomplete list is meant only to underscore the immensity of the need for ADJUSTMENT FACED BY PUBLIC SCHOOLS. Since in-service provides a means for change, planners are faced with such questions as how to begin and with what group. It has become increasingly apparent in SAN FRANCISCO that in-service must be flexible enough to provide specialized kinds of input to groups exercising special functions but also allow for groups formed of persons fulfilling varied functions to work together.

Thus, the current effort to provide input components in management training has tried to respond to both areas of need. Selected elementary principals, beginning in 1971, have participated in ACSA conferences and workshops and have also planned components especially designed for meeting SAN FRANCISCO NEEDS. In the current semester, cabinet level administrators are being involved. And, in order to get at the elements of educational planning a series of three administrative workshops funded by ESAA were operant during last spring and summer. Five of our secondary administrators are involved in the URBAN DOOR PROGRAM. All schools are involved in the EDUCATION FOR THE PEOPLE program which focuses on planning shared by school and community.

*PRIORITIES*

Priorities for program have been established districtwide on a piecemeal basis rather than as the result of a formal needs assessment. This approach, however, has not been negative since the three programs noted in the above paragraph grew out of the expressed needs of participants. Beginning in 1971 nineteen elementary principals began working developmentally with ACSA and this has since expanded to include additional participants at both elementary and secondary levels with five administrators at secondary level participating in ACSA'S "ADMINISTRATORS BEHIND THE URBAN DOOR" PROGRAM.

*IMPLEMENTATION*

Any implementational plan depends upon the availability of coordinating time and it has not as yet become a general policy within the District to assign personnel to this task.

The chart on the following page depicts all San Francisco Unified School District/ACSA Project Leadership components. The delineated program, called SASEP (School Administrators Skills Expansion Program) can be extended, in time, to cover all administrative personnel provided sufficient staff time is available for implementation.

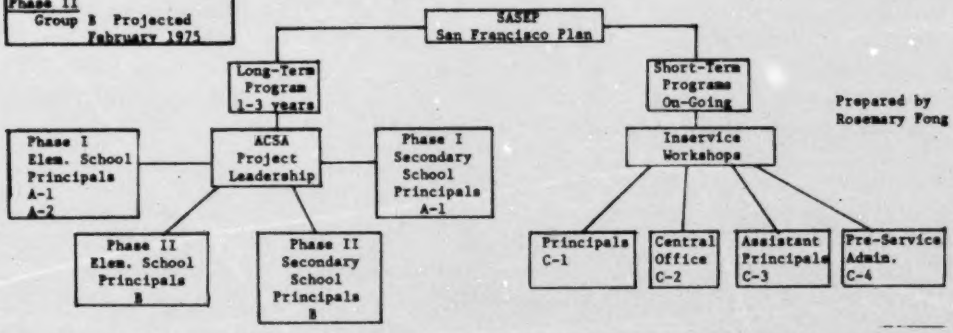
**Phase I**
Group A-1 1972-1973
Elementary Principals 1974-1975
Secondary Principals 1974-1975

Group A-2 1972-1973
Fall 1974-1975

**Phase II**
Group B Projected February 1975

**Implementation: 1974-1975**

C-1 Experienced and new principals
C-2 Central office administrators
C-3 Assistant Principals Pre-service Admin.
C-4 Pre-service Administrators




Prepared by Rosemary Fong

The School Administrators Skills Expansion Program (SASEP) is designed to provide an individualized program for acquisition of educational management skills to work in a changing and complex urban school society. The program premise is that the school administrator is a change agent in the institution in which he works. The individualization of instruction within this program will help the administrator discover and investigate new resources, to practice self-actualizing activities, and to learn to use the evaluative process as a tool for planning alternatives.

The open-endedness of the SASEP project recognizes that administration is a continuous process. The participatns are encouraged to translate their learning to their work site, seek continual follow-up assistance, and share experiences and theories with colleagues.

Long-Term Programs (1-3 years) A program designed in cooperation with the participants and an outside agency (such as ACSA Project Leadership) to work with small groups of administrators on an in-depth plan of training.

Short-Term Programs (Workshops - Inservice Courses) The short-term programs are developed according to the needs established by the district administrators. The human resources for this program will be from within the school district (such as Long-Term Program participants) and out-of-district consultants.

Credit is due to Dr. Frederick Kennedy, Assistant Superintendent, Personnel Services, San Francisco Unified School District, who is providing the leadership for this program, and his able assistants, Dr. Fern Kelly and Edward Schulman for their contributions to the project.

**Monitoring of the effectiveness of the program has been continuous since regular meetings are scheduled with coordinators for the purpose of exploring needs both fulfilled and emergent. A simple evaluation form (below) is used after each workshop.**

SAMPLE COPY

## EVALUATION

Name: _____

Title of Workshop: _____

What did you learn at this workshop that you feel will be helpful to you?

Please rate this workshop on a scale of 1 to 5 as to how well this training will help school administrators expand their leadership skills.

Circle one:
1 Not at all helpful
2 Slightly helpful
3 Helpful
4 Very helpful
5 Exceptionally helpful

Comments/Suggestions:

RECOMMENDATIONS:
1. Workshops should be more individualized to meet local district needs.
2. Local participants need to be involved in the selection of workshops to be presented.
3. Most workshops should be geared for skills that can be used by both elementary and secondary administrators.
4. Calendars should be interfaced with local district schedules.
5. Internships of the kind now being undertaken by Rosemary Fong should be encouraged.
6. An exchange of principal/college professor for periods of a week should be established as a means of exploring function.

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*RANKED PRIORITIES BASED ON OVERALL AVERAGES*

Approximately one hundred San Francisco Unified School District administrators reacted to the ACSA Project Leadership Needs Assessment Instrument. Results of the survey were used to direct planning for the Administrative Staff Development Program. The rating scale was set with Number 1 identified as a low priority continuing through Number 5 listed as high priority need. Results are published below:

| RANKED PRIORITIES BASED ON OVER-ALL AVERAGES Total No. Responses: | OVER-ALL (97) | ELEM. (58) | JR. HIGH (15) | SENIOR HIGH (10) | DISTRICT OFFICE (14) |
|---|---|---|---|---|---|
| o Techniques classroom teachers can utilize to get more learning in the school day | 4.03* | 4.16* | 3.87* | 4.10 | 3.62 |
| o Techniques to improve interpersonal communication and building trust | 3.98* | 3.95 | 3.73 | 4.50* | 4.00* |
| o Techniques to establish administrative priorities | 3.91* | 4.02* | 3.60 | 4.30* | 3.53 |
| o Techniques of working with citizen advisory committees | 3.87* | 3.89 | 3.53 | 3.89 | 4.14* |
| o Alternative techniques for goal setting | 3.87* | 3.98* | 3.73 | 3.50 | 4.00* |
| o Techniques for establishing objectives | 3.86 | 3.85 | 4.87* | 4.10 | 3.50 |
| o Techniques of program planning and development | 3.86 | 4.02* | 3.60 | 3.20 | 4.00* |
| o Techniques for diagnosis and problem solving to allow the principal to assist the classroom teacher | 3.78 | 4.02* | 3.29 | 3.67 | 3.38 |
| o Techniques of developing a school plan | 3.77 | 3.90 | 3.87* | 3.10 | 3.62 |
| o Techniques to improve student discipline | 3.72 | 3.63 | 4.20* | 4.40* | 3.08 |
| o Problem solving techniques | 3.70 | 3.57 | 3.43 | 4.00 | 4.31* |
| o Working with staff advisory committees | 3.68 | 3.58 | 3.60 | 3.80 | 4.07* |
| o Techniques to diagnose teacher-pupil interaction | 3.65 | 3.47 | 3.73 | 4.63* | 3.73 |
| o Techniques for working with minority students and/or parents | 3.63 | 3.53 | 3.93* | 4.40* | 3.29 |

*Starred items were ranked on a scale from 1 through 5. A rating of 5 is high while 1 represents a low priority. The data above shows the 5 highest priorities ranked by each administrator job-alike group.

(Note: Items taken from Self-Assessment Inventory)

One item, "Techniques classroom teachers can utilize to get more learning in the school day," was ranked of highest concern by the following:

1.0 Over-all administrator category
2.0 Elementary administrators
3.0 Junior high administrators

and rated high by the senior high school administrator group.

Suggested training programs: a) Classroom Observation and Conferencing with Teachers; b) Enabling Behaviors; and, c) RELATE.

**Based upon the results of the assessment of administrator and staff needs, the San Francisco Unified School District established the following SPECIFIC ACSA WORKSHOPS: (scheduled during the 1974-75 school year)**

- **Time Management**
- **From Goals to Action**
- **Communication Skills**
- **ACSA Project Leadership Conference at Marymount College**
- **Interpersonal Communications (10 weeks, 3:00-6:00 p.m.)**
- **Classroom Observations and Conferences with Teachers (2 days)**
- **Managerial Principles and Techniques (3 hours)**
- **"Administrators Behind the Urban Door"**

# MODEL #3 — GETTING THE EXPANSION OF EDUCATIONAL MANAGEMENT SKILLS PROGRAM STARTED

by Don Slezak, Superintendent, Scotts Valley School District

## HOW DO I START TO PLAN FOR A SCHOOL OR DISTRICT INSERVICE PROGRAM?

### LET'S START WITH ME (THE SUPERINTENDENT)

1.0 Do I see a need for inservice education?

2.0 Am I committed to:

- an organized approach in directing my professional growth?

  and/or

- am I satisfied to cope with each professional situation using my prior knowledge and experience to solve today's problems — how about tomorrow?

  or

- (Can I make it to retirement without having to put forth energy to learn more?)

### AM I HONESTLY READY/WILLING TO PROCEED?

### HOW ABOUT THE GROUP I'M MANAGING?

- What help do they need?
- In what areas?
- Will we have the money to handle it?
- Are we going to rock the boat?
- Will the board support us administratively?
- Is the staff ready to identify some areas of need?
- How do I proceed to work with my group?

## LET'S ASK THEM

Ways of Asking

- On the Needs Assessment Instrument please rank each item on a five (5) point scale based upon your desire or need for inservice training. (See Appendix B for a sample needs assessment instrument)

or

- Name three (3) reasonable defined needs on which the district should focus during this year and next to improve the school system. List one idea per 3x5 card. (This is a modified Delphi Technique.)

WE WANT TO FIND OUT WHAT THE MAJORITY OF THE STAFF NEEDS NOW

## WHEN I KNOW THE NEEDS OF THE GROUP, WHAT IS MY NEXT STEP?

- Organizing the data feedback into a plan for action

  . Is there a need for prioritizing the data feedback to gain group consensus?

  . On what areas should we concentrate first?

  . Are there long and short range needs -- what are the time constraints?

  . Who will carry the leadership? How shall we organize?

  . What resources are available?

  . When will it take place?

## SET UP ACTIVITY PLAN (This can be a school plan and/or district plan)

- This will help to get a "handle on it." It forces an individual to put thoughts, intuitive ideas down in an organized manner giving some sequence to the plan.

  1. Provide background for school board's understanding of the needs and goals to get direction of idea and problem solving [illegible]
  2. Provides district-wide focus of effort toward [illegible] priorities in time, inservice, budgeting.
  3. Provides individual schools a start in writing [illegible] activity plans, principal activity plans and [illegible]
  4. Helps individuals to see the degree of consensus of others toward their needs without self-[illegible]
  5. Will help to set priorities of [illegible]
  6. Gives district Curriculum Council [illegible] etc.

# MODEL #4 -- WHAT DO WE DO WHEN WE HAVE NOTHING ELSE TO DO??

*THE ALHAMBRA CITY AND HIGH SCHOOL DISTRICT'S THREE-YEAR PROGRAM OF STAFF DEVELOPMENT*

by Knute Clark, Administrative Assistant
and
Wayne Henderson, Administrative Assistant to the State Chief Deputy Superintendent

NOTE: The ALHAMBRA CITY AND HIGH SCHOOL DISTRICT'S Board and Administration committed themselves to a three-year program of staff development in the summer of 1972. The ACSA PROJECT LEADERSHIP was chosen as the catalyst and interesting results have occurred since they "had nothing else to do!"

*POINT OF VIEW*

The Alhambra City and High School Districts applied to their STAFF DEVELOPMENT PRINCIPLES OF LEADERSHIP as follows:

1. Leadership must be for the benefit of the organization. The purpose must be to lead and guide the staff of the organization to make a commitment to achieve the organizational objectives. "Humaness expertise" must be utilized to the fullest.

2. Meaningful involvement of people is an essential to leadership. Success relates to the way in which people and ideas are brought together in the process. People only change themselves -- the process of involvement sets the stage. Define the task, establish the roles, indicate the authority allowed and the accountability expected.

3. Establishment of a climate for change is essential. An open climate is highly conducive to creativeness, and the development of new styles, techniques and methods. The leader sets the tone.

4. Leadership is a relationship, a process. When the relationship and process of people and ideas are clear, confidence is established and the purpose and sense of direction is internalized by those involved. Internalization leads to commitment and the process of change has taken a giant stride.

5. Commitment and Enthusiasm are essential in staff development. Without the commitment of the leaders, little happens. Unleash the brakes!

The emphasis of the ALHAMBRA strategy is upon the TRAINING OF TRAINERS. The trainer (member of district team) has responsibilities as follow:

1. Assist colleagues in the establishment of priorities for staff development programs

2. Train other administrators to be trainers in skills rated as a high priority

3. Participate in ACSA Project Leadership to become qualified as a trainer in new educational management skills

*RESULTS OF 1972-1973 EVALUATION OF DISTRICT LEADERSHIP PROGRAM*

Results were compiled from data collected from a two-section evaluation instrument. Section A analyzed educational management skills introduced to ALHAMBRA school administrators as follows:

| TECHNIQUE/SKILL | HELPFUL TO ME | USED | *IF USED - WITH WHOM? | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | A | T | O.S. | P | S | C | Ps |
| Delphi | 23 | 23 | 2 | 10 | 13 | 4 | 4 | 1 | - |
| Forced Field | 11 | 8 | - | 1 | 5 | - | - | - | 2 |
| PERT | 12 | 7 | 1 | - | 3 | 1 | - | 1 | 1 |
| Evaluation/Interview | 19 | 17 | - | 5 | 11 | - | - | 1 | - |
| Truck Driver | 9 | 2 | - | - | - | - | - | - | - |
| Goal Setting | 24 | 22 | - | 3 | 12 | 1 | - | 6 | 7 |
| ERIC Research | 10 | 8 | - | - | 2 | - | - | 5 | 1 |
| Brainstorming | 19 | 17 | 1 | - | 13 | - | 1 | 3 | - |
| Listening Skills | 19 | 16 | - | - | 10 | 2 | 1 | 6 | 1 |
| Overall IPC: | 94 | 77 | 9 | - | 66 | 12 | 31 | 13 | 18 |

* A = Administration T = Teachers O.S. = Other Staff Members
P = Parents S = Students Ps = Personal
C = Community

Section B identified reactions to the leadership program and CHANGE OF ATTITUDES toward leadership. Results were the following:

*Please rate on a five-point scale (five is highest). Please indicate the degree to which:*

| | | | |
|---|---|---|---|
| 1. | *The overall leadership development program has been successful.* | 1 2 (3) 4 5 | 3.41 |
| 2. | *The program has personally helped you improve your leadership skills.* | 1 2 3 (4) 5 | 3.74 |
| 3. | *You have used the skills and techniques presented in your own situation.* | 1 2 3 (4) 5 | 3.92 |
| 4. | *This program has had an impact on the overall district operation.* | 1 2 3 (4) 5 | 3.58 |
| 5. | *You perceive other leadership personnel accepting this program.* | 1 2 (3) 4 5 | 3.35 |
| 6. | *You believe other leadership personnel are implementing the techniques and skills that were introduced.* | 1 2 (3) 4 5 | 3.37 |
| 7. | *The concept of Participative Management has been implemented in the district.* | 1 2 (3) 4 5 | 3.00 |
| 8. | *The leadership personnel of the district have accepted the concept of Participative Management.* | 1 2 (3) 4 5 | 3.16 |
| 9. | *The Project Leadership Team of Bearchell, Channell and Clark has been successful in the dissemination of techniques, skills and information to the staff.* | 1 2 3 (4) 5 | 3.62 |
| 10. | *Your attitudes towards leadership have been changed as a result of this program.* | 1 2 3 (4) 5 | 3.58 |

*WHAT HAS RESULTED IN ALHAMBRA AS A SPINOFF OF PROJECT LEADERSHIP? (1973-74)*

1. Project team assisted in planning and presentation of Management Institute for 1973 Summer Staff Program.
2. Project team assisted in planning and conducting over 70 hours of staff development inservice activities for Alhambra administrators.
3. Project team has developed special projects in individual schools.
4. Project team has disseminated numerous articles and information to all administrators in the district.
5. Assessment, planning and evaluation techniques have been developed. Helped to plan two-day Christmas evaluation workshop.
6. Emphasis on research through SMERC and ERIC as part of planning.
7. Project team has been instrumental in planning 1974 Summer Staff Development Program
8. All administrators were trained in technique of preparing an "Action Plan."

*1974-1975 ALHAMBRA ADMINISTRATORS STAFF DEVELOPMENT*

1.0 Needs Assessment and Program Suggestions - Summer 1974 (Results and Priorities)

- o School Climate - Discipline, climate development, changing school community, 3.3 inservice,* school-community advisory councils.
- o Evaluation - Assessment techniques, goal setting, Stull Act techniques, reciprocal process.
- o Management Skills - Skills and techniques development, La Canada Management Institute
- o Curriculum Development - Reading, ECE, ESOL, career education, girls athletics, Federal projects, 7-8th grade curriculum
- o Other priorities included: Special workshops, visitation activities, unification, special speakers

2.0 Assessment - September 1974

- o Self-assessment instrument conducted
- o Cabinet priorities considered
- o Superintendent's goals reviewed
- o 1973-74 program revised

3.0 Planning - October and November 1974

- o Priorities established
- o 1974-75 format developed
- o Cabinet confirms tentative plan for operational planning and implementation

*Refers to State Education Code section requiring staff inservice in school districts with 25% minority student population

4.0 Implementation

o Workshops and seminars to be conducted December through April.

o The program is being developed by the Administrator Inservice Committee

5.0 September - May, 1974-75

o District priorities:

. School Community Advisory Committees
. Developing of effective programs in reading and math
. USC Communications Skills program
. Drug abuse education and value clarification training program
. Project Leadership
. Continue: Equal Opportunity
. Project "Outreach"
. 3.3 inservice activities

o Superintendent's Goals:

. Develop a climate to enable students to progress and feel a sense of accomplishment
. Develop curriculum to meet needs of the changing community with emphasis on reading and mathematics.
. Involve parents and community in the educational goals and objectives of the district, and in the career education program.

o Survey Priorities:

. 3.3 inservice
. New programs (ESOL, ECE and RISE)
. Classroom Observation and Supervision workshop
. Organize small-scale school district
. Staff evaluation and growth process
. Ability to plan for future team/trust building values clarification
. Shared decision making - conflict resolution - administrative leadership styles

*TENTATIVE 1974-75 INSERVICE PROGRAM*

1.0 December and January

o Mini-Conference (three hours)

. 3.3 inservice requirements
. ESOL (English for Speakers of Other Languages)
. ECE/RISE (Early Childhood Education/Reform of Intermediate and Secondary Schools)

o Mini-Conference (three hours)

. Evaluation
. Reading
. Math

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2.0 January and February

o Schedule the ACSA "Teacher Observation and Supervision" Workshop for all administrators (twelve hours)

3.0 April

o Conduct a community conference on "Changing Environment" (six hours)

. A.M. - Community Awareness
Community and School Participation

. A.M. and P.M. - What's Happening Session:

1. Adult programs
2. 3.3 inservice
3. Reading
4. ECE
5. ESOL
6. Math
7. RISE

. P.M. - Individual school community advisory council planning sessions "Involvement"

*COMPOSITE REPORT SEPTEMBER 1974 SELF-ASSESSMENT*

Secondary and district office administrators responded to the ACSA SELF-ASSESSMENT INSTRUMENT as follows:

| Skills and Concepts | A<br>Can teach skill or concept to others | B<br>In association with 1-2 others can teach skill or concept to others | C<br>Desire to learn about the skill or concept<br>X | Y | Z |
|---|---|---|---|---|---|
| 1. Management by objectives | 2 | 4 | 7 | 2 | 3.5 |
| 2. Staff evaluation and growth processes | 3 | 1 | 15 | 5 | 3.0 |
| *3. Team building and trust building | 2 | 2 | 14 | 4 | 3.5 |
| 4. Time management | 2 | 2 | 8 | 2 | 4.0 |
| 5. Ability to plan for the future | 1 | 0 | 14 | 3 | 4.7 |
| 6. Values clarification | 2 | 2 | 14 | 4 | 3.5 |
| 7. Developing professional and/or school goals and objectives | 7 | 2 | 2 | 1 | 2.0 |
| 8. Organizing small-scale school or school district improvement projects | 4 | 5 | 16 | 4 | 4.0 |
| 9. Shared decision making | 2 | 3 | 13 | 3 | 4.3 |
| 10. Problem solving-skills and simulations | 1 | 4 | 8 | 4 | 2.0 |
| 11. Delphi Technique | 5 | 4 | 3 | 2 | 1.5 |
| 12. Brainstorming | 5 | 5 | 1 | 1 | 1.0 |
| 13. Conflict resolution | 2 | 1 | 13 | 6 | 2.2 |
| 14. School climate assessment | 0 | 5 | 4 | 1 | 4.0 |
| 15. School district climate assessment | 1 | 1 | 6 | 2 | 3.0 |
| 16. Force field analysis | 4 | 1 | 5 | 3 | 1.7 |
| 17. Planning process | 0 | 0 | 4 | 3 | 1.3 |
| 18. Change process | 1 | 3 | 6 | 4 | 1.5 |
| 19. Developing collegial teams | 0 | 0 | | | |
| 20. Administrative leadership styles | 1 | 2 | 13 | 6 | 2.7 |
| 21. Community relational leadership | 3 | 1 | 3 | 2 | 1.5 |
| 22. Curriculum development | 5 | 4 | 7 | 4 | 1.8 |
| 23. RISE (Reform of Intermediate and Secondary Education) | 0 | 0 | 9 | 3 | 3.0 |
| 24. 3.3 requirements | 0 | 0 | 27 | 7 | 3.9 |
| *25. Classroom Observations | 3 | 4 | 18 | 5 | 3.6 |
| 26. Reciprocal Evaluation | 3 | 0 | 3 | 1 | 3.0 |
| 27. Administrator Evaluation | 0 | 1 | 3 | 2 | 1.5 |
| 28. Teacher/Administrator Evaluation | 2 | 2 | 2 | 1 | 2.0 |
| 29. Communication Skills Renewal | 0 | 1 | 8 | 2 | 4.0 |
| 30. New Programs (ESOL, ECE) | 5 | 2 | 25 | 6 | 4.2 |
| *31. Building a Leadership Team | 0 | 2 | 5 | 1 | 5.0 |
| 32. SFS-Student Feedback Systems | 0 | 0 | 2 | 1 | 2.0 |
| 33. Negotiations/Collective Bargaining | 0 | 2 | 9 | 4 | 2.2 |
| *34. ARIOLE (Management Planning Program) | 0 | 0 | 5 | 1 | 5.0 |
| 35. Parent Awareness Training | 2 | 1 | 8 | 3 | 2.7 |
| 36. Classroom Communication | 1 | 3 | 1 | 1 | 1.0 |
| 37. Reading Workshop for Administrators | 1 | 1 | 6 | 2 | 3.0 |
| *38. MATE (Research and Teacher Evaluation) | 1 | 0 | 9 | 2 | 4.5 |

COLUMN X - TOTAL POINTS
COLUMN Y - NUMBER OF RESPONSES
COLUMN Z - SCORE

COLUMNS A & B Indicate the number of persons who responded

There should be five items marked in each of the three columns, A, B, C. Please rank them on a scale of 5 - 1 - with 5 as the highest priority and 1 as low.

*SUMMARY: ALHAMBRA CITY SCHOOLS LEADERSHIP DEVELOPMENT FOLLOW-UP IDEAS FOR 1974-1975*

Based upon three years experience in developing and implementing administrative staff development, members of the LEADERSHIP TEAM suggested follow-up ideas for 1974-1975 as follows:

1. Develop a personal improvement plan (PIP!) -- a self-renewal model of readings, etc.

2. Develop and implement a school staff awareness and improvement plan. (Utilize PROJECT LEADERSHIP or other packages!). Management skills and techniques.

3. Request Adult Education minicourses in IPC, Problem Solving, Management Skills (Delphi, Forced Field, Time Management, Decision-Making, etc.), Reading, Teacher Techniques, or other needs.

4. Organize a small professional library at each school -- develop Faculty seminars to discuss readings.

5. Conduct faculty leadership style self-evaluations: (LOQ, MACH V, other self-assessment instruments). Use of video-tape to analyze teacher techniques.

6. Invite Madelyn Hunter to conduct a workshop on teacher effectiveness.

7. Reproduce theory papers and presentations for faculty reading.

8. Develop school goals through full faculty and administration participation.

9. Review and analyze district goals and priorities at the school level.

10. Develop "Goal Seeking" objectives with staff.

11. Study emphasis of reading, writing, listening and speaking skills related to everyday needs.

12. Consider school measurement using the Likert Attitude Scale or School Climate Assessment Technique.

13. Establish committees at school for action:

    A. Goal Setting
    B. Reading
    C. Career Education
    D. Evaluation
    E. Communications
    F. Staff Development/Inservice
    G. Community Participation
    H. Principal's Advisory Council

14. Develop Indistrict teacher share and tell sessions.

15. Involve Jim Olivero, Pat Cabrera and Jo Stanchfield for follow-up activities.

16. Implement School Improvement Plans.

17. Consider Curriculum Reform Activities.

# MODEL #5 — A COOPERATING SCHOOL DISTRICTS INSERVICE HAPPENING

*"THE WOVE-IN"*

by Keith William Lawson
Assistant Superintendent,
Educational Services
Westminster School District

## *THE WOVE CONFERENCE*

An inservice retreat that includes three school districts with similar management goals has some strong benefits. Such a retreat was the WOVE Conference. The districts of Westminster, Ocean View and Escondido joined together early in 1973 to plan and implement a three-district administrative inservice conference retreat. The description that follows will relate the stages of need identification, planning, organization, implementation and evaluation. The benefits of such an activity as a three-district retreat will be considered. There were both the expected benefits of an inservice conference and some unique benefits that emerged a year and a half later.

## *NEED FOR COMPREHENSIVE AND EFFECTIVE INSERVICE PROGRAM*

In the latter part of 1972, some ACSA PROJECT LEADERSHIP DISTRICTS were discussing the idea of having a three-district administrators retreat. It was felt that if the administrators from three districts with similar needs and goals could spend a few days together in workshops, they could all gain from the experience. Some of the benefits of the ideas were immediately apparent. Sharing the costs of some top consultants and exposing administrators to the leadership of other leading school districts were two expected advantages of a shared retreat.

All administrative participants who were going to attend the WOVE conference contributed to its topics by means of the Delphi Technique. The various items obtained from the Delphi sessions were placed into five major groups and numberous sub groups. A summary of these topics include:

1.0 Critical issues to the operation of participative management systems

2.0 Critical issues relating to the involvement of advisory groups

3.0 Communication in a Participative Management System

4.0 Staff development and professional growth necessary for success

5.0 Ingredients for continual assessment of the participative management

*ESTABLISHING CRITERIA FOR A SUCCESSFUL INSERVICE CONFERENCE*

The question often comes to mind of how to provide an effective inservice conference. This concern is magnified when three districts' needs and goals are to be considered and hopefully met.

Numerous meetings were held among the three districts involved to determine criteria for a successful inservice conference. Some criterion statements that were determined desirable for the inservice conference were:

1. Allow every participant to formulate and express his needs and desires for the conference.
2. Hold costs to a conservative amount.
3. Allow for wide participation by all participants.
4. Hold at a time that administrative pressures would be at a minimum.
5. Obtain the top consultants in educational administration for presentations.
6. Allow time for informal sharing among the three districts.
7. Hold at a place convenient to meet the goals of the conference. Consider: cost, location, facilities and service.

From these conference requirements and the needs developed from wide involvement, a mission statement for the administrative inservice was mutually developed.

*EVALUATION*

The evaluation model was organized and carried out by Dr. Edward W. Beaubier, Project Leadership and Educational Management Institute Executive. It consisted of gathering pre-conference and post-conference data. The data was typed on 367 cards (yellow cards for pre-test, pink cards for post-test), grouped, and analyzed. Conference success would be indicated with a high correlation between the pre-test and post-test. Low correlation would indicate the conference failed to meet participant's expected outcomes.

At the conference's opening session, the 110 participants were asked the question, "List three things you want to get out of this conference." At the closing session, participants were asked the question, "List three things you got out of this conference." The responses to these questions generally fell into seven topic areas.

The results of analyzing the cards indicated a high degree of correlation between what was desired and what was obtained. As an example, the most often mentioned desire was to share ideas with and obtain ideas from other administrators in districts with a similar thrust. Thirty-seven percent of the pre-test cards indicated that this "sharing of ideas" was desired.

Fifty-one percent of the post-test cards indicated that sharing of ideas was an outcome from the conference. This indicates that a high positive correlation was obtained in this area. Following is a table showing complete results of all areas.

| Pre-Conference Desire | Post-Conference Desire | Item |
|---|---|---|
| 37% | 51% | Share ideas and brainstorm techniques with others |
| 15% | 11% | Perfect the participative management system |
| 13% | 6% | Improve personal leadership skills |
| 10% | 2% | Obtain data on involvement strategy |
| 8% | 2% | Obtain data on advisory groups |
| 5% | 6% | Obtain data on time management |
| 4% | 6% | Obtain data on techniques of communication |
| 8% | 16% | Miscellaneous Comments |

Other pertinent data to the evaluation of the WOVE conference includes some selected comments from the participants to the question, "What benefits did you get from attending this conference?" To this question some typical responses were:

*"Selected information on participative management and time management was valuable"*

*"Various approaches to participative management great value"*

*"Advisory council having purpose, rationale and goal clearly defined"*

*"Method and techniques of communication"*

*"Increased collection of useable materials and resources"*

*"Good perspective was gained by interaction between three districts"*

*"Conferences brought together rich human resources -- would not have been possible with only one district"*

*"Acquired new administrative skills through interchange of ideas"*

*"Exchanged professional comaraderie between three districts who have same basic goals for management"*

*"Social setting brought friendships to other district personnel"*

*Next time...*

The cooperating district administrative inservice experience was very successful and beneficial. Getting to know administrators in other districts by working with them to plan and implement a conference was a valuable experience. The benefits have been remembered over a year later. As new problems arise and new programs begin, it is helpful to have friends in neighboring districts that can be contacted for sharing. Learning about the other district's programs can provide opportunities for visits by teachers which can result in a broadening outlook by all concerned.

The conference cost per participant was under $70 for room, meals, travel and consultants. Although this cost was reasonable, it has limited follow-up administrative retreats that involve travel. But, at the time and for the purpose, the inservice funds expended for the WOVE conference were well spent and reaped great value for the participants -- values that were not entirely expected in the early stages of the conference planning.

For additional information regarding this cooperative type of administrative inservice, contact Dr. William Lawson, Assistant Superintendent, Educational Services, Westminster School District, 14121 Cedarwood Ave., Westminster, California 92683.

# MODEL #6 -- STAFF DEVELOPMENT IN A DECENTRALIZED DISTRICT

*THE OCEAN VIEW SCHOOL DISTRICT STAFF DEVELOPMENT PLAN*

by James Carvell, Superintendent
and
Barbara Dolph, Director, Staff Development

The Ocean View School District is committed to Excellence in Education. To accomplish this goal a decentralized concept of organization exists. An essential ingredient of a decentralized system is that educators take a serious look at their programs to determine whether they are as effective as they might be.

Let's suppose Management is defined as involvement - participatory -- effecting teachers, students, and community. Administration - a control for management using whatever System is developed. For the purposes of designing a staff development program a management system was developed and administered which becomes the process for the development of people.

*CONCEPTS FOR DECENTRALIZATION*

Decentralization, supported by nationally recognized characteristics of successful inservice programs and some theories about human behavior and human needs, form the structure for the rationale of the master plan. Key concepts for decentralization include:

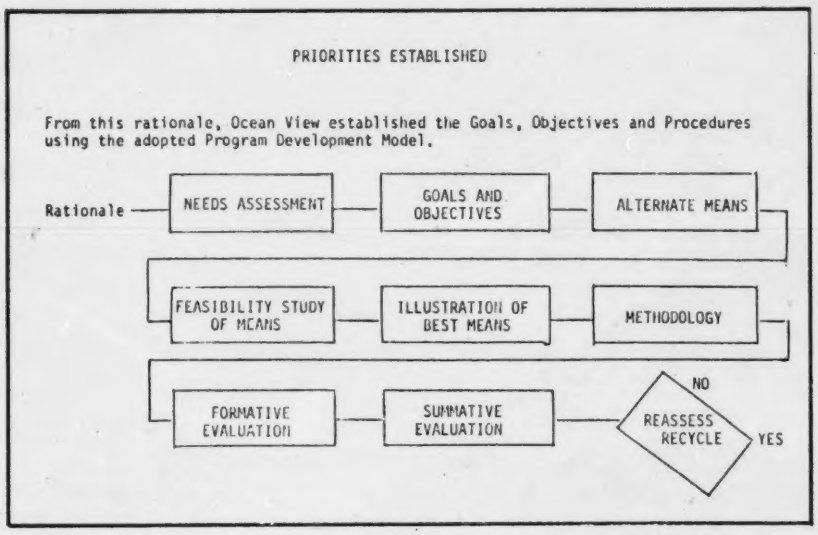
- shared decision making
- people tend to become what we expect
- authority, responsibility, accountability
- encourages creativity
- enthusiasm for diversity
- respect for individual competencies

*CHARACTERISTICS: STAFF DEVELOPMENT*

Characteristics of successful staff development programs as revealed by a survey of research show that they must:

- meet genuine needs
- be planned cooperatively
- be administered cooperatively
- provide continuous and long-term practical help
- provide for group process and be an integral part of the larger educational process
- merit district support
- allow for creativity

A staff development program which meets the needs of the individuals, as well as the needs of the organization, is a program which reflects the philosophy and organization of the total district commitment to its youth. The focus is finding ways to reduce the learning problems of students, rather than "improve" the teacher. The improvement of the professional competency of teachers ultimately is measured by the knowledge, skills and attitudes the students acquire.




*DIMENSIONS OF MASTER PLAN*

**GOALS:**

**To develop a system which provides for school organization, implementation, and evaluation of the continuous progress of individual students in the areas of reading and mathematics.**

**To develop a plan which provides for the coordination of identified staff development and inservice needs of the Ocean View School District certificated staff.**

**To provide a system for the communication of district resources and materials to individual school personnel.**

**OBJECTIVES:**

**During the 1974-1975 school year the Director of Staff Development will administer and coordinate the professional development program for the Ocean View School District personnel as determined by district assessments, goals and objectives and evaluation design.**

**PROCEDURES:**

**The system for developing the Staff Development Program will be as follows:**

**1.0 Need Assessment Plan**

- **Identify a planning committee comprised of administrators and teachers**
- **Develop an instrument or system to indicate teacher inservice needs**
- **Develop an implementation plan to utilize information from the teacher survey**

**2.0 Definition of Objectives**

- **Map strategy for the inservice program**
- **Identify district and teacher priorities**
- **Propose program calendar to begin inservice strategy**

3.0 Analyze Data
- . Tabulate information from teacher survey
- . Set priorities for establishing objectives

4.0 Develop Program
- . Develop educational plan based on objectives
- . Plan strategy for dissemination and involvement of necessary personnel
- . Determine scope and sequence of staff development program
- . Develop system for communicating staff development program
- . Gain approval of Educational Services Review Committee

5.0 Dissemination of Information
- . Disseminate calendar to staff
- . Provide staff development flyers which communicate program objectives and activity

6.0 Evaluation and Recycling
- . Receive staff feedback from inservice sessions
- . Prepare general end-of-the-year evaluation forms
- . Measure insdrvice program against inservice objectives
- . Utilize information to develop new priorities

## *DESCRIPTION OF PROGRAM*

A comprehensive staff development program offers inservice opportunities from a variety of sources. The inservice offered to district personnel is attended on a volunteer basis. The Ocean View School District staff development program is divided into eight phases which include:

Phase I

The implementation of a master plan for workshops based on the results of teacher, principal and district surveys.

Each inservice will be developed using the following format:

| Theory | Application | Organization | Evaluation |
|---|---|---|---|
| .Rationale<br>.How related to child growth & development<br>.How related to learning theory | .How Implemented<br>.Curriculum developed<br>.Activities | .Organization of materials<br>.Organization of total school<br>.Organization of learners (schedules-grouping) | .Monitor<br>.Record keeping<br>.Evaluating |

Phase II

Workshops which provide knowledge of effective classroom implementation of district adopted programs.

Phase III

Programs which are coordinated through adult education and local universities, in which teachers may receive college credit, or district professional growth units.

Phase IV

Programs developed in which the need for inservice has been identified from external sources. As an example:

- . Textbook AB 531 adoptions
- . State mandated programs
  - Drug Abuse
  - Physical Education
- . Approval Title I, II, III, IV, NDEA, ECE projects
- . Mentally Gifted Minor Proposals
- . New legislation

Phase V

Programs which orient staff to the current and on-going services rendered by Educational Services, such as Instructional Media Center, Library, Systems Analyst and Curriculum Lab.

Phase VI

Dissemination of programs offered from other available sources - private and professional groups, conferences, conventions.

Phase VII

Programs which individual schools identify and request district aid and coordination.

Phase VIII

Provide district direction, support and aid in developing individual school education plan.

*PROGRAM IMPLEMENTATION*

**Individualized Instruction Teams "IIT" (composed of principal, psychologist, speech consultant and teacher team leaders) participated in a series of staff development workshops. The teams were released for a total of five days. Three were consecutive and held in October. Two were held in May for evaluation and needs assessment.**

STAFF DEVELOPMENT SURVEY

CRITERIA - GOOD IN-SERVICE PROGRAM

The following criteria are recognized by nationally known educators to be characteristic of a good in-service program for elementary school teachers. To what extent do you feel our in-service program compares, considering new teacher seminars, I.I.T. concept, mini conferences, general in-service program?

PLEASE CHECK ONE:

| | Always | Frequently | Sometimes | Seldom | Never |
|---|---|---|---|---|---|
| 1. Provision for evaluation. | | | | | |
| 2. Personalized factor - individual differences - new teacher vs. experienced teacher. | | | | | |
| 3. Not an adaptation of an outside product, but the creation of a significantly improved development within a system and within a classroom. | | | | | |
| 4. Provision for changing modes of operation. | | | | | |
| 5. Provision for incentives or rewards. | | | | | |
| 6. Good models of the behavior provided. | | | | | |
| 7. Cooperative planning by those to be affected. | | | | | |
| 8. Specific, pertinent objectives and clear, concise goals. | | | | | |
| 9. Consideration of problems, interests, needs and concerns of group. | | | | | |
| 10. Provision for choices of selection. | | | | | |
| 11. Combination of theory and practice. | | | | | |
| 12. Continuous program. | | | | | |
| 13. Compatible with the school framework. | | | | | |
| 14. Has a curriculum. | | | | | |
| 15. Provides pertinent materials and resources. | | | | | |
| 16. Attendance on volunteer basis. | | | | | |
| 17. Released time. | | | | | |
| 18. Motivational. | | | | | |
| 19. Results in adaption of application to classroom. | | | | | |
| 20. Assesses shortcoming in existing program. | | | | | |
| 21. Provides for good leadership. | | | | | |
| 22. Involvement of participants. | | | | | |
| 23. Considers group dynamics implications. | | | | | |
| 24. Financial encouragement. | | | | | |

SAMPLE page from Staff Development 1974-75 Educational Plan

OCEAN VIEW SCHOOL DISTRICT
Educational Plan

District Goal #2: To develop and install an educational system that will provide for individual differences in children.

Department Goal: To develop a plan which provides for the coordination of identified staff development and in-service needs of the Ocean View School District certificated staff.

| | OBJECTIVE STATEMENT | | MAJOR ACTIVITY | PERSONNEL RESPONSIBLE | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | DATE COMPLETED |
|---|---|---|---|---|---|---|---|
| 1.0 | Each teacher during the 1974-75 school year will be provided with an opportunity to participate in a minimum of 25 workshops, in the area of their special interest. | 1.1 | Develop, distribute, compile and analyze a staff development student assessment survey. (See Appendix) | Director of Staff Development | 85% of the participants will mark in the two highest categories of a five-point scale that each session had practical value for them in the classroom:<br>. that they received benefit from the session.<br>. the instructor was well informed and prepared.<br>. the workshop information received, pretty clearly described what the workshop really was about.<br>. the workshop organization was appropriate for the kinds of information presented.<br>. the workshop was worth their time.<br>. workshop presented the method of implementation. | At the end of the 1974-75 school year a written evaluation will be submitted to the Asst. Supt. Educational Services comprising the collective data from certificated evaluations. | |
| | | 1.2 | Staff input will be collected and compiled. | Director of Staff Devel. | | | |
| | | 1.3 | Identify priority areas. | Systems Anal. | | | |
| | | 1.4 | Design and communicate workshop offering to certificated staff. | Director of Staff Development | | | |

IN-SERVICE WORKSHOPS OFFERED DURING THE 1974-75 SCHOOL YEAR

| WORKSHOP NAME AND DESCRIPTION | ASSESSMENTS CONDUCTED | OUTCOME OBJECTIVES | MAJOR ACTIVITIES | WHO'S INVOLVED | WHO'S AFFECTED | TYPE OF COMMUNICATION | EVALUATION DESIGN FORM. SUM. | ESTIMA COST A |
|---|---|---|---|---|---|---|---|---|
| ORAL LANGUAGE DEVELOPMENT<br>A brief discussion of the theoretical aspects of receptive and expressive oral language including suggestions for informal assessment. Emphasis on sequential skill development and activities which may be easily included in the learning/instructional environment. (K-1-2-3) | Teacher District | Each teacher will receive oral language continuum skills and be instructed in the theory, application, organization and evaluation of its use. | . Rationale and overview of program<br>. District continuum<br>. Describe method of implementation<br>. Distribute "What Do You Say After You Say Hello?" | Consultant | Teachers Students | Brochure | Teacher evaluation | $100 |
| READING MINI CONFERENCE<br>A district three-hour conference in which a minimum of 30 K-8 teachers in the OVSD exhibit reading theory, techniques, organization, and display by individual booths. | Student-As per teacher assessment.<br>Staff-A staff survey indicates reading as #1 priority and the Mini Conference a favored method of presenting in-service.<br>Community-The community indicates reading as a priority for the 1974-75 school year. | A minimum of 200 teachers will attend and rate the workshop according to the objectives for district in-service workshops. (See Appendix for form.)<br>(See Objective 1.0 for communication description.) | Identify teachers with exemplary programs to display reading activities. Develop procedures and plan for display. Develop plan for implementation of conference. Compile evaluation of conference from participants. | Teachers identified to participate. | Teachers who wish to attend. | Staff Development Flyer - Communicator - OVTA Talk | See Obj. #1 | $750 (Teache release time) |

Note: The entire scope of the staff development implementation plan is comprehensive and entails objectives for each component.

*MONITORING AND EVALUATION*

**The staff development program implemented is monitored as stated in the objectives for the workshop or plan. If the evaluations at the end of the session indicate 85% of the participants did not score in the first two columns of agreement, a follow-up letter requests how it could be improved and inquires if individual follow-up could be provided.**

OCEAN VIEW SCHOOL DISTRICT
Educational Services

E V A L U A T I O N  Q U E S T I O N N A I R E

The workshop you attended today was planned from teacher and district needs surveys. Will you please give your evaluation of the workshop by completing this questionnaire?

| | agree 1 | 2 | 3 | 4 | disagree 5 |
|---|---|---|---|---|---|
| 1. I received information in this workshop that has practical value for me in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 2. Generally, I knew what kind of in-service growth I expected to gain as a result of pre-workshop publicity and information. | 1 | 2 | 3 | 4 | 5 |
| 3. The pre-workshop publicity and information adequately informed me on the purpose of this workshop. | 1 | 2 | 3 | 4 | 5 |
| 4. The variety of organizational learning groups (e.g., small/large group instruction) was appropriate for the specific kinds of information presented. | 1 | 2 | 3 | 4 | 5 |
| 5. This workshop experience provided me with adequate information regarding the following: | | | | | |
| a. Theory or rationale of subject presented. | 1 | 2 | 3 | 4 | 5 |
| b. How to organize activities to carry out theory | 1 | 2 | 3 | 4 | 5 |
| c. What kinds of materials one can use to support activities | 1 | 2 | 3 | 4 | 5 |
| d. How to use presented materials | 1 | 2 | 3 | 4 | 5 |
| e. How to evaluate effectiveness of lesson | 1 | 2 | 3 | 4 | 5 |
| 6. Generally, I feel the workshop was worth my time. | 1 | 2 | 3 | 4 | 5 |
| 7. a. My workshop leader presented his program in an interesting manner. | 1 | 2 | 3 | 4 | 5 |
| b. This workshop tried to cover too broad a span of information. | 1 | 2 | 3 | 4 | 5 |
| c. This workshop program should have a Part II--follow up activities. | 1 | 2 | 3 | 4 | 5 |

**The Summative evaluation is a compilation of the entire evaluation system - as identified by the objective of each component of the staff development department. A second phase to the summative evaluation is a compilation of the "Criteria for good in-service" reflecting if the system developed did in fact meet the rationale or basic structure from which it was designed.**

BEST COPY AVAILABLE

OCEAN VIEW SCHOOL DISTRICT

SUMMATIVE QUESTIONNAIRE

This questionnaire will continue to assist the I.I.T. Planning Committee and participants to assess the effectiveness of this second meeting and to see if there was some carry-over value (with time elapsed) in the original I.I.T. meeting. The questions should be answered candidly for the results will be studied and the implications will form the basis for continued improvements and revisions.

| | agree 1 | 2 | neutral 3 | disagree 4 | don't know 5 | 6 |
|---|---|---|---|---|---|---|
| 1. The three-day I.I.T. Conference gave my school team enough preparation so that now my school has an adequate "first-cut" staff development plan. | | | | | | |
| 2. This staff development plan is formalized to the point that it is a part of our total school educational plan. | | | | | | |
| 3. My school has begun to implement portions of its staff development plan. | | | | | | |
| 4. Each major activity of our staff development plan has an evaluation tool in order to assess each activity's contribution toward increased professional growth. | | | | | | |
| 5. The organization of the first I.I.T. Conference established the machinery at my school for the I.I.T. school team to assume and maintain a position of leadership in local staff development. | | | | | | |
| 6. The greatest bulk of the initial I.I.T. Conference materials were very useful in the development of our staff development plan. | | | | | | |
| 7. Our I.I.T. school team has established a master calendar (regular meeting times) for purposes of making informal or formal on-going evaluation assessment(s) of staff development concerns. | | | | | | |
| 8. My staff generally received our staff development plans in a positive, accepting manner. | | | | | | |
| 9. I found that most teachers at my school were too overwhelmed with the task of teaching to give much time and/or commitment to staff development ideas or program. | | | | | | |

NOTE: Complete copy of document, "Summative Questionnaire," may be obtained by writing Ocean View School District, 7972 Warner Ave., Huntington Beach, California 92647

*SUMMARY*

**The goals of education are altering, partly because of cultural changes and partly because the future towards which we educate is both different and largely unknown. Educators, especially teachers and students, need to be deeply aware of the changes that are taking place in order to be prepared to both teach and freedom to explore, inquire and provide a responsive environment and directed challenges, a comprehensive model must be developed with this scientific purpose itself, as well as for policy and management purposes.**

*DESCRIPTION OF SCHOOL DISTRICT*

Ocean View School District is located in Huntington Beach, in the southwestern part of Orange County.

The principle economic bases for the district are homes, businesses, and some light industry. The industry is diversified and ranges from large space-oriented complexes to smaller plants involved in light manufacturing.

Most of the school district's 25 schools are located in the city, with small sections spilling into neighboring cities of Westminster and Fountain Valley. The population of Huntington Beach is approximately 155,000.

Residents have a wide choice of living accommodations which include mid and upper price range homes, the dramatic water-oriented community of Huntington Harbour, townhomes, tennis estates and a vast array of apartment complexes.

The district is presently experiencing a leveling off of enrollment after a dramatic surge in pupil population between 1950 and 1970. For the past two years, the enrollment has fluctuated close to the 14,000 mark.

Covering a fifteen square mile area, Ocean View is the largest in both size and enrollment of the five feeder elementary districts which comprise the Huntington Beach Union High School District.

The basic plan of the district is K-8, with 13 K-8 facilities and 11 K-6. The remaining school serves the severly handicapped. Two of the district's schools are currently on year-round schedules, one a block 45-15, the other a staggered cycle 45-15.

600 teachers and approximately 200 paid aides are employed, in addition to 250 classified employees.

**Complete comprehensive copy of the Ocean View School District Staff Development Plan may be obtained by mailing check or money order for $5.00 to ACSA Irvine Office, 2212 Dupont Drive, Suite Q, Irvine, CA 92664**

## SUMMARY: STAFF DEVELOPMENT PROGRAMS, by Edward W. Beaubier, Executive Educational Management Institute and Project Leadership

Operations Notebook #13 reported six successful administrative staff development program models. These models represent only a sampling of the many fine strategies being planned and/or in operation throughout the State of California.

If the reader is interested in gaining additional information regarding successful staff development programs, the ACSA Project Leadership Office suggests contact be made with agencies as follow:

1.0 County Superintendent of Schools Office

2.0 San Mateo Educational Resources Center
(Director, Frank Mattas - Telephone - 415-369-1331)

3.0 ERIC Clearinghouse on Educational Management
(University of Oregon - Eugene, Oregon 97403)

4.0 Far West Educational Research Laboratory
(Director, Dissemination/Evaluation Project, Dr. Wayne Rosenoff - Telephone - 415-841-9710)

5.0 ACSA PROFESSIONAL DEVELOPMENT PROGRAMS (PDP) Office
(Executive, Art Thayer - Telephone - 415-692-4300)

The focus of the PDP MODELS presented in this Notebook was upon the following:

1.0 Getting the Program Started (Needs Assessment)

2.0 Education Administration Competencies: Tools Identified by Practitioners Needed for Successful Administration

3.0 Human Resources

4.0 Material Resources

5.0 Examples of How Components Function (Programs)

6.0 Establishing the Collegial Team

7.0 Training of Trainers

8.0 Program Evaluation

# APPENDICES

APPENDIX A

SELF ASSESSMENT INVENTORY

Purposes:

1.0 To assist the individual administrator to diagnose his interests, knowledge and level of experience against competencies identified as being desirable for school administrators.

2.0 To assist the participant in selecting activities, training programs and materials to fill identified voids as determined by interest, experience or knowledge.

3.0 To provide data to the Liaison Administrator to assist Project Leadership participants in planning their own improvement program and availability of Project training programs and materials.

4.0 To provide data to the Liaison Administrator in planning Satellite Meetings.

5.0 To provide data to the Project Leadership Director in planning future programs and the need for material development.

Directions:

Mark each competency in one of the three areas - Interest, Experience or Knowledge.

Mark directly on the survey form if a data processing card is not available.

After completion of the Self-Assessment Inventory, the data processing card or a copy of the form should be sent to the Project Director. He, in turn, will forward a copy of the results to the Liaison Administrator.

SELF-ASSESSMENT INVENTORY

Name _____

| I. COMPETENCY | II. INTEREST | | III. EXPERIENCE | | IV. KNOWLEDGE |
|---|---|---|---|---|---|
| | Minimal interest in receiving training | High interest in receiving training | Have utilized and can conduct workshops | Am familiar with and have utilized on some occasions | Need more information before determining my interest level |
| 1. Problem identification, analysis and solving techniques for administrators | | | | | |
| 2. Techniques to diagnose classroom interaction | | | | | |
| 3. Teacher supervision techniques | | | | | |
| 4. Techniques of working with staff advisory committees | | | | | |
| 5. Techniques of working with citizen advisory committees | | | | | |
| 6. Alternative techniques for goal setting | | | | | |
| 7. Techniques for establishing instructional objectives | | | | | |
| 8. Techniques for assessing and improving school climate or environment | | | | | |
| 9. Techniques for assessing various aspects of school operation | | | | | |
| 10. Techniques for assessing attitudes of students, staff and citizens | | | | | |
| 11. Familiarity with some alternative forms of needs assessment techniques | | | | | |
| 12. Techniques to improve interpersonal communication and building trust | | | | | |
| 13. Techniques for improving school public relations and information | | | | | |
| 14. Techniques for management by objectives | | | | | |

| I. COMPETENCY | II. INTEREST | | III. EXPERIENCE | | IV. KNOWLEDGE |
|---|---|---|---|---|---|
| | Minimal interest in receiving training | High interest in receiving training | Have utilized and can conduct workshops | Am familiar with and have utilized on some occasions | Need more information before determining my interest level |
| 15. Techniques of how product/process and personal goals can or may be related for improving the school program | | | | | |
| 16. Techniques for diagnosis and problem solving to allow the principal to assist the classroom teacher | | | | | |
| 17. Techniques to establish administrative priorities | | | | | |
| 18. Understanding of the negotiation process | | | | | |
| 19. Techniques of conflict resolution | | | | | |
| 20. Techniques to analyze leadership style | | | | | |
| 21. Techniques of Time Management | | | | | |
| 22. Techniques of program planning and development | | | | | |
| 23. Techniques of program monitoring and evaluation | | | | | |
| 24. Early Childhood, planning, monitoring and evaluation techniques | | | | | |
| 25. Ideas for learning or activity centers and techniques to implement | | | | | |
| 26. Techniques to develop school collegial teams | | | | | |
| 27. Techniques to develop a school profile of staff, aides and students | | | | | |
| 28. Understanding of some of the tools or techniques to diagnose and improve student behavior | | | | | |

| I. COMPETENCY | II. INTEREST | | III. EXPERIENCE | | IV. KNOWLEDGE |
|---|---|---|---|---|---|
| | Minimal interest in receiving training | High interest in receiving training | Have utilized and can conduct workshops | Am familiar with and have utilized on some occasions | Need more information before determining my interest level |
| 29. How to develop and conduct simulation games for various purposes | | | | | |
| 30. Understanding of concepts and some of the techniques of open education | | | | | |
| 31. Understanding and working with minority students and/or parents | | | | | |
| 32. Techniques to assist classroom teachers to get more learning in the school day | | | | | |
| 33. Understanding and application of Learning Theories | | | | | |
| 34. Selecting math objectives and criterion referenced tests | | | | | |
| 35. Selecting reading objectives and criterion referenced tests | | | | | |
| 36. Techniques to analyze forces working for and against solutions to problems | | | | | |
| 37. Brainstorming and other techniques to stimulate creative thoughts | | | | | |
| 38. Techniques related to shared decision making, such as responsibility, institutional values, appropriateness of decision making | | | | | |
| 39. Techniques of group process skills | | | | | |
| 40. Techniques for implementing seven enabling behaviors (structuring, problem focusing, accepting, clarifying, facilitating, silence and modelings) | | | | | |
| 41. Techniques of relating school budget to school objectives | | | | | |

| I. COMPETENCY | II. INTEREST | | III. EXPERIENCE | | IV. KNOWLEDGE |
|---|---|---|---|---|---|
| | Minimal interest in receiving training | High interest in receiving training | Have utilized and can conduct workshops | Am familiar with and have utilized on some occasions | Need more information before determining my interest level |
| 42. Understanding of differentiated staffing patterns | | | | | |
| 43. Techniques to provide inservice training to paid or volunteer teacher aides | | | | | |
| 44. Designing and implementing staff development plans | | | | | |
| 45. Techniques to build collegial team for self or program improvement | | | | | |
| 46. Techniques to design competency-based course requirements | | | | | |
| 47. Understanding of the role and effective models of the Leadership Team | | | | | |
| 48. Techniques for futures planning | | | | | |
| 49. Techniques for increasing staff and student morale, production, and trust | | | | | |
| 50. Other (write in) | | | | | |
| | | | | | |

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

# PUBLICATIONS DEVELOPED BY PROJECT LEADERSHIP

| NAME OF PUBLICATION | COST |
|---|---|
| **ACSA Project Leadership Organizational Components:** | |
| Introductory Component #1 | All Components: |
| Needs Assessment #2 | |
| Problem Solving #3 | |
| Administrative Support #4 | $3.00 per copy/Project Leadership Members |
| Assessment Alternatives #5 | $4.00 per copy/ACSA Members |
| Assessment Alternatives Supplement #5a | $7.00 per copy/non-ACSA Members |
| Time Management #6 | |
| Delphi Technique | |
| Materials Resources Guide | |
| Human Resources Guide | |
| **ACSA Project Leadership Training Programs:** | |
| Shared Decision Making | $10.00 per copy/Project Leadership Members<br>$15.00 per copy/ACSA Members<br>$17.00 per copy/non-ACSA Members |
| Research Utilizing Problem Solving (RUPS) - 1975 Edition | |
| Participant's Manual | $15.00 per copy |
| Leader's Manual | $20.00 per copy |
| Interpersonal Communications (IPC) | |
| Participant's Manual | $15.00 per copy |
| Leader's Manual | $20.00 per copy |
| Classroom Observation and Teacher Conferencing | $10.00 per copy/Project Leadership Members<br>$12.00 per copy/ACSA Members<br>$15.00 per copy/non-ACSA Members |

APPENDIX B

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
PROFESSIONAL DEVELOPMENT

POSSIBILITY FOR FUNDING

## ACSA PDP AND ADULT EDUCATION PROGRAMS

### Possible Help In Financing PDP

In recent years Adult Education programs in districts and Extended Day programs in community colleges have greatly expanded the types of offerings they provide. Regions and Charters may wish to avail themselves of opportunities for funding inservice programs for their members via Adult Education/Community College services. (ACSA has correspondence from the State Department of Education authorizing this type of program.)

Program chairmen who wish to use the Adult Education program for partial or complete funding of Professional Development Program activities for their region, charter, or district should carefully review the following information.

Program chairmen in districts that have Adult Education programs should contact their local adult school principal for assistance.

Program chairmen who wish additional help are urged to contact their regional representative to the State Adult Education Committee for assistance in planning for these programs.

Some groups are also utilizing the local community college for assistance. You may wish to investigate which program would provide the best resources for your program.

Be sure you work out all arrangements in advance with the adult administrator. Sufficient lead time must be given to the adult administrator as the application must be approved by the State Bureau of Adult Education in Sacramento and frequently it requires local board approval. (A minimum of one month lead time is required.)

The adult school is responsible for planning and authorizing the program. ACSA only cooperates in the planning portion. All programs must have a clear educational value.

All classes or lectures must be open to the public and advertised as such.

A. Anyone who shows up to the class must be enrolled.

Titles should be general, not specific: "Management Theories and Techniques" not "Management Theories and Techniques for School Administrators."

A. In the other material related to advertisement you can indicate that it is planned for "Secondary School Principals," "School Administrators," etc. Rarely will anyone attend who is not a school administrator.

B. Some statement in the announcement should refer to ACSA assistance in planning the sessions.

Minimum enrollment is dependent upon how much money you need to generate to pay for salaries, materials, etc.

A. The local tax rates affect this also.

It is recommended that a "lecture series" be used for large group presentation. A "forum series" requires the group to be limited to a number which will permit effective participation and discussion. A sample format might be a keynote speaker, then break into four or eight smaller group presentations which might be on similar or different topics. Remember that these programs can be scheduled on weekends, vacation periods, or during the summer.

Remember that under its sponsorship the adult school provides for:

A. Meeting room (not necessarily on a school site)
B. Equipment
C. Materials
D. Instructor's fee or salary

With proper planning, salaries in excess of the amount generated by program income can be paid by the region or charter. For example: If a speaker required a $500 fee, and the adult school could only generate $300, the region or charter could arrange with the speaker to pay him directly the remaining $200.

The following information applies to programs planned as Adult Education classes:

1. Form A-20 is filled out by the adult administrator and submitted in triplicate to the Bureau of Adult Education in Sacramento.

   A. The course must comply with Title 5 and Education Code 10521.
   B. A course outline must be kept on file in the adult school office.

2. Classes must be open to the public and be advertised as such.

3. A minimum of four separate meetings, no two of which may be scheduled on the same day.

4. Participants must follow normal adult school registration procedure.

5. The instructor must be credentialed. The instructor need not be the only resource person or speaker. As a matter of fact, for the purposes of these programs he probably will be only the meeting coordinator.

6. Classes must have a minimum number of students. This is usually fifteen, but the numbers vary in each district. For budgeting purposes it is always better to have a few more enrolled than is necessary to meet all expenses.

7. Please note the sample Form A-20 for approval of adult courses and course outline.

8. Income and expenditures would vary by local tax rate and the type of program offered. The illustration given here is for a typical school district and based on the attached sample for a class in Interpersonal Communications.

   A. Sample Income is indicated below, for a typical school district. (This amount will vary according to the district tax rate.)

      a) Twenty-four people
      b) Ten meetings
      c) Three hours per class
      d) 100% attendance

      ) Generates 1.5 ADA and $1,526 (Please remember, the dollar amount varies with each district.)

   B. Sample Expenditures

      a) Salary. . . . . $300
      b) Materials and supplies. . . . $375
      c) District miscellaneous cost . $100

      ) Estimated cost of program - $775

Pacific Unified School District
Ocean Adult School

Course Outline

Name : Interpersonal Communication Skills

Length : Ten meetings, three hours per meeting

Goal : Increase awareness and development skills for effective interpersonal communication

Objectives :
1. Each student will acquire knowledge and specific skills of communication.
2. Each student will practice skills and techniques of communication.
3. Each student will analyze his individual skills and design a plan for personal improvement.

Course Outline :

Session
1. Introduction and Paraphrasing
2. Behavior Description of Feelings and Perception Check
3. Nonverbal Communication and Perception Check -- Concept of Feedback
4. Expectations and Communication -- The Interpersonal Gap
5. The Effect of Feelings -- Matching Behavior with Intention
6. Open Communication -- Communication about Interpersonal Relationships
7. Roles and Patterns of IPC -- Names and Communication
8. One- and Two-Way Communication -- Communication Patterns
9. Communication under Pressure
10. Improving My Skills

Participants : Open to the Public

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF ADULT EDUCATION
FORM A-20 (REV. 10-70)

# REPORT ON COURSES IN CLASSES FOR ADULTS

Classes for which **ONE-YEAR APPROVAL** may be granted
(California Administrative Code, Title 5, Education, Section 10521)

To be submitted in triplicate to Bureau of Adult Education, California State Department of Education, Sacramento, California 95814, within 30 days of opening of class in which courses listed are given

NOTE: Each course for which approval for one year only is granted must be approved by the Bureau of Adult Education annually as a condition to the apportionment of state funds for attendance upon such courses.

Name of school district Pacific Unified

Name of school administering class Ocean Adult School

Address of school 1700 Coast Highway, Beach City, Seaside
City County

## CLASSES

(Use Form A-20a for reporting classes in crafts and physical education.)

1.

Title of course* Interpersonal Communication Skills

Name of teacher Joe Extrovert Type of credential held Standard

Date class started October 10 Length of course in weeks 10

2.

Title of course*

Name of teacher Type of credential held

Date class started Length of course in weeks

---

EXCEPTIONS TO APPROVAL: Class number

(If no exceptions are noted, all classes on this form are approved.)

APPROVAL STAMP

*I hereby certify that all classes reported on this form are maintained in connection with this school and are administered by the undersigned and that course outlines for all classes are on file in this school district as required under Section 10508(b) of Title 5 of the California Administrative Code:*

[SIGNED]
Principal

Date

NOTE: Use additional forms if there are more than 10 classes to report.

The following information applies to programs planned as Adult Education Lecture Series.

1. Form A-13 must be submitted in triplicate to the Bureau of Adult Education in Sacramento.

2. The lecture must be open to the public and advertised as such.

3. A minimum of four separate lectures, no two of which may be scheduled on the same day.

4. Participants must follow normal adult school registration procedures.

5. Honorariums are negotiable and should be carefully reviewed with the adult administrators. As the speaker fee increases, the ADA must increase in order to generate sufficient funds.

6. Please note the attached sample Form A-13 for a lecture series.

7. Income and expenditures would vary by local tax rate and the type of program offered. The illustration given here is for a typical school district and based on the attached sample for a lecture series.

   A. Sample Income

      a) One hundred people )
      b) Seven lectures ) Generates
      c) One and one-half hours each) 2.0 ADA
      d) 100% attendance ) and $2,034

   B. Sample Expenditures

      a) Four lectures at $100 ) Estimated
      b) Three lectures at $150 ) cost of
      c) Materials and supplies at $200 ) program
      d) District miscellaneous cost $100) $1,150

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF ADULT EDUCATION
FORM A-13 (REV. 7-69)

# REQUEST FOR APPROVAL OF LECTURE SERIES OR SESSIONS SUPPLEMENTAL TO AN APPROVED CLASS FOR ADULTS

**Submit in triplicate**

This form is to be submitted in triplicate, prior to the first lecture or supplemental session proposed, to the Bureau of Adult Education, California State Department of Education, Sacramento, California 95814.

*To the* BUREAU OF ADULT EDUCATION,
CALIFORNIA STATE DEPARTMENT OF EDUCATION:

Request is hereby submitted for approval of the lecture series or sessions supplemental to an approved class for adults as described herein as a class for adults.

Name of school district Pacific Unified

Name of school Ocean Adult School
Address City County

Title of lecture series Management Institute

Is lecture series supplemental to a class? Yes ... No X ... If yes, give name of class

Name of credentialed instructor in charge John Smith

| | Related Topics | Lecturer | Date of meeting | Approval |
|---|---|---|---|---|
| 1. | Excellence in Leadership | Frank Jones | Oct. 11 | |
| 2. | High Performance Human Behavior | Dr. James Nelson | Oct. 18 | |
| 3. | Effective Management Supervision | Charles Vaughn | Oct. 25 | |
| 4. | Transforming Theory to Practice | Robert Ford | Nov. 1 | |
| 5. | Leadership Styles | Dr. Robert Mason | Nov. 8 | |
| 6. | Management by Objective | Dr. Don Smith | Nov. 15 | |
| 7. | Effective Communication | Adam Lopes | Nov. 22 | |
| 8. | | | | |

I HEREBY CERTIFY *that each of the above lecturers either (1) is a citizen of the United States; or (2) has taken out his first papers of citizenship, in which case the date of such papers and date of legal entry into the United States for permanent residence are indicated on the reverse side. The name of each lecturer who has a certificate on file in the office of the County Superintendent of Schools of this county valid for such service is marked by an asterisk (*).*

Date Principal City/District Superintendent of Schools

In accordance with the provisions of the Education Code of California Section 13302, the Bureau of Adult Education hereby approves the program outlined above as a class for adults. This approval relates solely to the instructional program and is not an endorsement of any lecturer or of the quality of his presentation. Employment of any one lecturer is limited to not more than four lectures per term unless he holds a valid credential appropriate for such service.

Date Signature Title

ACSA REGION #_____

Yes, I am interested in **PROJECT LEADERSHIP**

Please send me a report on the Project Leadership program and enrollment details.

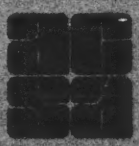
(Please print or type)

NAME_____ TITLE_____

DISTRICT _____

MAILING ADDRESS_____ CITY_____

STATE _____ ZIP_____ (ADA) _____



Association Of California School Administrators
Professional Development Program Office
2212 Dupont Drive, Suite G, Irvine, CA 92664

EDWARD W. BEAUBIER (714) 833-0020

# how you get involved